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REPORT

OF

PUBLIC INSTRUCTION IN BURMA

FOR

THE YEAR 1893-94.

RANGOON:

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1894.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION IN BURMA

For the year 1893-94.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 6E.-23, dated the 24th October 1894

READ—

The Report of the Director of Public Instruction, Burma, for the year 1893-94

RESOLUTION.—Under the orders recorded in the Chief Commissioner's Resolution of last year the reports for the two sections of the province have been amalgamated. The combined report was received in this office with commendable punctuality on the 1st August In Section V, Part B of his report the Director of Public Instruction acknowledges the assistance received from certain officers of the Commission and the Provincial and Subordinate Civil Services. The remarks contained in last year's Resolution seem to have produced some result, but more might be done by Township Officers, especially in Upper Burma. Deputy Inspectors of Schools should arrange to accompany Township Officers and Subdivisional Officers on tour and visit schools with them. Similarly Inspectors and Deputy Commissioners would derive mutual benefit by occasionally going about a district together. Deputy Commissioners must impress on all their Subdivisional and Township Officers the fact that the Government expects them to take an active interest in educational work. Messrs. Fraser, Hartnoll, Batten, George, Stevenson, McDermott, and Burne, Captains Cronin, Strickland, and Perkins, and Colonel Cresswell are the Deputy Commissioners, whose services the Director brings to notice, and in the Provincial Civil Service the names of Maung Tet Kaing, Maung Po Han and Maung Aung Min, T.D.M., are mentioned. The Chief Commissioner requests that the Myoôks, thugyis and others whose services are commended by the Director may be informed of the fact by Deputy Commissioners.

General results

2. One noticeable feature in the statistics of the year is the large number of students classified as receiving University education. There were 76 such students against 46 in the previous and 44 in the penultimate year. This larger demand for higher education has no doubt been created by the raising of the standard of initial qualification for admission into the public service. Some of the ground lost in the preceding year was recovered and the list of public institutions showed 4,830 schools and 138,934 pupils against 4,672 schools and 132,367 pupils in the preceding year. The increase of schools was entirely in the category of those under private management. There were 183 secondary and 4,614 primary schools compared with 94 and 4,546 respectively in 1892-93. The number of private institutions, which were all in the elementary stage, increased from 9,699 to 9,993,

and their pupils from 95,611 to 98,616 as compared with last year. The total number of pupils under instruction was 237,550 against 227,558 in 1892-93. The Chief Commissioner has observed with regret the continued hostility to secular instruction manifested by certain Buddhist ecclesiastics both in Upper and Lower Burma. This attitude is highly injurious to the progress of the people, and no pains must be spared to overcome the prejudice. Intelligent Burman officials may do much to convince the pôngyis that the Government has no intention of interfering with their religion, and where a pôngyi is himself independent enough to accept registration and Government aid, he must be protected against illegal annoyance from his less advanced brethren.

Financial.

3. The total expenditure on education was Rs. 11,76,305 against Rs. 11,17,117 in the past year, to which Imperial and Provincial revenues contributed Rs. 4,30,098, Municipal and Local funds Rs. 3,22,803, and fees Rs. 2,18,123. It is gratifying to notice the increase in the amount of tuition fees, the sum collected last year aggregating Rs. 1,94,456 for both Upper and Lower Burma. The cost of University education increased from Rs. 44,927 to Rs. 47,950, and of secondary education from Rs. 4,39,313 to Rs. 4,90,156; but that of primary education decreased from Rs. 2,34,650 to Rs. 2,02,833, although the number of primary schools under inspection increased by 68. This decrease was chiefly due to the smaller grants earned by indigenous schools in Upper Burma and to the reduction of grants in both parts of the province in order to bring the expenditure within the sanctioned budget allotments for the year. Building grants increased by Rs. 11,440 and the expenditure on scholarships by Rs. 1,108; but the total of equipment grants remained about the same as in the previous year.

University education.

4. During the year under review the Rangoon College continued to be the only institution in the province in which University education was provided. The Baptist Mission College has since been affiliated to the Calcutta University as a second grade college and will probably present candidates for the next F. A. examination. At the Rangoon College there were 15 students in the B. A. classes and 61 in the F. A., and the average daily attendance was 68 against 48 in 1892-93. The results of the examinations were not satisfactory. None passed the B. A. examination out of the nine candidates presented, and only 9 out of 26 were successful at the F. A. examination. The Director of Public Instruction brings to notice that, since the opening of the College, no students have been prepared for Honours in the B. A. examination. The present professorial staff will, the Chief Commissioner hopes, soon remove this reproach. It has also been reported to him that no provision exists at the Rangoon College or elsewhere for the proper teaching of mental and moral philosophy, a fair knowledge of which is required for the Teachers' Test examinations under the existing rules, and that all the local graduates studied the B or Science Course. Without desiring in any way to disparage a scientific course of education, which is indeed well suited to correct the natural defects of the Oriental mind, the Chief Commissioner thinks that it is expedient to provide a wider scope in the choice of subjects by University students in Burma, and would urge on the Syndicate the advisability of appointing as successor to Mr. S. Shaw, late Lecturer at the Rangoon College in English and

Latin, a gentleman competent to prepare B. A. students for the A course, which includes mental and moral philosophy. Had some of the candidates for the last B. A. examination been prepared for the A course, it is doubtful whether the failures would have been so numerous. Sir Alexander Mackenzie cannot regard the Law classes attached to the Rangoon College, which had an average daily attendance of 13 throughout the year, as altogether a success. The higher ranks of the legal profession will probably continue to be recruited from the Bar The Chief Commissioner considers that what is immediately required is a supply of practical lawyers for the interior districts with a sound knowledge of Burmese and a fair acquaintance with law, and that, in view of the present low state of education, the attempt now made to bring into existence a class of men with an academic knowledge of law is not likely to command any measure of success. It would be better, therefore, for the Law Lecturer, Mr. Chan Toon, to concentrate his energies on the preparation of candidates for the local examinations for Advocates rather than for the B. L. degree of the Calcutta University.

Secondary education

5. The number of High English schools decreased by one, but the number of pupils increased by 149. Two Middle English schools were closed and four were opened and the pupils increased from 4,405 to 4,751. The number of Middle Vernacular schools increased from 20 with 1,699 pupils to 103 with 6,805 students. This large increase is due to a new system of classification adopted by which all schools teaching beyond Standard IV were classed as Middle. Forty-three candidates passed the Entrance examination against 68 and 434 the VIIth Standard against 319 in the past year. The Director of Public Instruction attributes the bad results of the former examination to a want of uniformity in the test applied by the Calcutta University. The results achieved at the Entrance examination by the High schools at Akyab, Bassein, and Prome are not creditable, and the Moulmein High School, considering its advantages, did even worse. St. John's College, S. P. G , failed to secure any passes at the Entrance examination, but obtained the largest number of passes in the VIIth Standard.

Primary instruction

6. In spite of the continued opposition to secular education offered by certain Buddhist ecclesiastics above referred to, it is satisfactory to notice that the number of primary schools under inspection increased from 4,640 to 4,800 and their pupils from 127,596 to 134,730. The number of passes at the Upper Primary examinations were 5,324 against 4,848, and at the Lower Primary examinations 22,005 against 19,871 in the previous year. One public school under public management was amalgamated with another at Moulmein, seven new schools under private management were opened and two were closed. Primary education is reported, as in previous years, to be very backward in the Arakan Division. The slow rate of progress is ascribed to the poverty of the people and to unwillingness, as in other parts of the province, on the part of the monks to participate in the work of teaching secular subjects, such as arithmetic and geography. Where *kyaungs* exist, which are supported by the people, and in which the instruction is efficient, it is not desirable to encourage the opening of lay schools. The efforts of the department should be devoted to improving the indigenous institutions of the districts, and there are clear indications that success need not

be despaired of even in Arakan. The number of indigenous public schools increased by 20 and of pupils by 24 per cent. The Chief Commissioner is ready to consider a scheme of travelling teachers for the Arakan Division if the Director will prepare it. In the Pegu Division there was a satisfactory advance. This division contains Maung Sein's school at Minhla, Tharrawaddy district, which was the most successful of all the indigenous schools in the province. In the Amherst district the Talaing and Shan pôngyis are reported to be hostile to secular education. This is the first which the Chief Commissioner has heard of this opposition and the report needs confirmation In Upper Burma the opposition of the monks seems to be slackening in some districts. There were, it is true, 520 monastic schools which withdrew from inspection, but 456 new ones were brought on the list. Many of the withdrawals were in the Bhamo, Katha and Ruby Mines districts and were probably due rather to ignorance than to bigotry. In Mandalay town lay schools are well attended and increasing. In the Shwebo and Yamèthin districts there was a marked increase in the number of monastic schools under inspection, but in the Ye-u and Sagaing districts, although U Adeiksa, a learned Rahan, is said to have induced many pôngyis to apply for inspection, there was a very large decrease at the end of the year. The probable inference is that in Ye-u and Sagaing, which are under the same Deputy Inspector, the Chief Commissioner's orders, which prohibit inspecting officers from visiting monastic schools without invitation, have received an interpretation different from that placed on them in other districts. The Director is requested to enquire into the matter. What Mr. Fryer intended to prohibit were formal inspection visits to unregistered kyaung schools. He did not desire to bar all friendly intercourse between pôngyis and educational officers. Sir Alexander Mackenzie would like the Director to consider whether in Upper Burma (as formerly in Lower Burma) grants should be given to monastic schools for partial passes; by this means schools which taught sound reading, writing and arithmetic would be attracted within the departmental influence and, later on, the requirements might be raised.

Education in special subjects.

7. The Akyab Normal school was amalgamated with the institution at Moulmein, and a new Normal school was attached to the Baptist College. The Chief Commissioner cannot agree with the Director of Public Instruction that the results achieved at the Teachers' Test examinations were very creditable. There was only one pass in the Anglo-Vernacular Secondary grade, six in the Anglo-Vernacular Primary grade, and 35 in the Vernacular Secondary grade. The supply of certificated teachers is too small to meet the ever-increasing demands of education. Besides, the rules in the Education Code relating to these examinations are very open to criticism, and the Director has been asked to recast them. The Chief Commissioner also thinks that the text-books prescribed are too difficult and expensive for the majority of the candidates. Under the circumstances the order stopping the annual increments and acting allowances of the teachers in Government and Municipal schools who failed to pass their examinations should be reconsidered. The results in the Industrial schools were fairly satisfactory. Printing and bookbinding were the industries most commonly pursued, but weaving was carried on in one school. It appears to the Chief Commissioner that weaving, tailoring, and

shoe-making, which are also recognized industries under the Education Code, would prove more useful to the pupils and more remunerative to the schools.

Manual and commercial instruction.

8. The Chief Commissioner is glad to find that some progress has been made in the teaching of drawing. This is a subject which is useful in every walk of life, and the Burmese have a natural aptitude for it. It lies at the base of all sound technical instruction. Sir Alexander Mackenzie regrets to observe that no progress has been made in the introduction of hand and eye training on the Slojd system in the ordinary schools. He fears that there is still among school managers no proper comprehension of the bearing and advantages of the system. He has therefore reprinted in an appendix to this Resolution extracts from an address which he delivered in England last year at the opening of a large central school for the teaching of cooking and manual instruction. In this address Sir Alexander Mackenzie has endeavoured to show clearly the end and object of manual instruction, and he again commends the subject to the attention of the Director and of school managers. The Director's suggestion regarding the opening of a commercial class in Rangoon (for teaching handwriting, arithmetic, commercial correspondence, book-keeping and short-hand) seems a good one. Probably night classes of this kind would be popular, and the Chief Commissioner will be ready to assist in their establishment.

Medical instruction.

9. Three of the Hospital Assistant scholars studying at the Medical College, Madras, failed to pass their first-year examination, and the Principal of that College reports that the Burmese students come very ill-prepared after their year of pre-collegiate course. The selection of candidates for training at Madras rests with the Director of Public Instruction and the Inspector-General of Jails with Civil Medical Administration, and these officers have been desired to be more careful in ascertaining that students are likely to pursue the course to its conclusion.

Education of girls.

10. The education of girls made steady progress during the year. There were 147 schools solely maintained for girls and 1,361 mixed schools to which both boys and girls were admitted. There were 25,352 girls under instruction against 24,355 in the past year. One girl passed the F. A. examination, heading the list of candidates from Burma, four passed the Entrance, 283 were in the Middle, 945 in the Upper Primary, and 5,339 in the Lower Primary stage. The opening of Kindergarten classes for teaching girls should be encouraged.

Education of special classes.

11. There were 440 boys and 924 girls of European descent under tuition in 20 schools reserved for these classes, and the total expenditure on them was Rs. 1,16,481, of which Government contributed Rs. 32,541, 805 more attended schools open to all races, 16 pursued their studies in the Rangoon College, and one, it may be mentioned, attended a Middle Vernacular school There were 502 Karen schools with 16,391 pupils, and 27 Muhammadan schools with 1,137 pupils. The large proportion of girls in Karen schools deserves notice. In indigenous inspected schools there were 5,594 girls and 10,797 boys, while in the corresponding class of Burmese schools there were 57,589 boys and 9,758 girls. The difference is due to the fact that girls are not admitted to monastic schools. The Talaing language

has recently been recognized as an optional second language on the same footing as Pali, the object in view being to systematize the teaching of Talaing and to bring within the influence of the Education Department Talaing monastic schools which are yet unregistered and uninspected. The establishment of a hostel for the sons of Shan Chiefs in connection with the Rangoon Collegiate School is still under consideration. The success of the scheme depends mainly on the question whether the Chiefs are able and willing to pay for their sons' education.

Discipline

12. The Chief Commissioner regrets to observe that complaints are frequent of the want of manners and the absence of respectful behaviour among the boys taught in the Anglo-Vernacular schools. It is stated that boys are allowed to behave in a way that is not tolerated in Vernacular schools or in Native society. This is a serious matter to which close attention must be paid by inspecting officers of all grades. The importance of maintaining strict discipline must be impressed on the teachers. Impertinence among the scholars shows incompetence in the teacher, and must be treated accordingly.

General remarks

13. The Director has omitted to notice the effect of the order of 1892 that Burmese should be the medium of instruction up to the VIIth Standard. The next Seventh Standard examination may be expected to provide some test of it. In the course of the year it was proposed to establish an Engineering and a Medical school. The project for the latter has since been abandoned, but the former will soon be started. The reduction in the number of centres for the Entrance examination of the Calcutta University, which happened about the same time as the requirement of an Entrance pass as the initial qualification for admission into the public service, led to a recommendation by the Educational Syndicate for the establishment of a separate University for Burma. After much consideration the Officiating Chief Commissioner decided that the time had not yet come for such an institution, and the Calcutta University soon afterwards restored the old centres and opened a new one in Mandalay. Sir Alexander Mackenzie concurs in the view taken by Mr. Fryer. There must be a considerable development of higher education in Burma before a University of Rangoon can be founded. Mr. Pope was at the head of the Education Department throughout the year, and continued to direct its operations with much energy and success.

By order of the Chief Commissioner,

F. C. GATES,

Secretary.

Extracts from an address delivered on the 24th May 1893 by Sir ALEXANDER MACKENZIE, K.C.S.I., Chief Commissioner of Burma, upon the occasion of the opening of a Central School for Cookery and Manual Instruction.

WHAT is the real meaning, the true aim and object, of the Classes in Manual Instruction which are to be held in these buildings? I should have thought it hardly necessary to enter at any length upon this subject. But I am told that strange misconceptions are abroad regarding it. I shall, therefore, in what I have to say, instead of attempting any novel exposition of my own, lay before you in condensed form a sort of mosaic of authoritative opinion and explanation regarding it. You may, if you please, put the remaining part of my address more or less within inverted commas. Experts will easily recognize the sources. If curiosity or interest should lead others to explore them, I shall be the better pleased.

In the first place, then, I must ask you to dismiss from your minds the notion that Manual Instruction, or, as it is better called, "Hand and Eye Training," is in any sense a branch of what is known as Technical or Trade or Special Education. Technical Instruction may be defined to be instruction in that kind of knowledge which is essential to the successful and practical prosecution of the several branches of trade and industry. Cookery, book-keeping, applied chemistry are all branches of Technical Education properly so called. It may be imparted in Special, Technical or Trade Schools and Classes, where particular trades and the knowledge directly bearing upon each are regularly taught to lads destined to follow those occupations, or in factory or other schools and classes open as sources of supplementary instruction to those who have already begun work at some industry or handicraft. In teaching of this kind the country has made great progress during the last few years. The systems of other countries have been collated, Commissions have reported, funds have been found, and there is scarcely a manufacturing town where the British apprentice and artizan may not, if he choose, improve himself in all that pertains to his proper craft. You have plenty of such instruction in * * and it is quite unnecessary to dilate on its objects and advantages. There is, however, no intention whatever of converting this centre into a Trade School. What is to be taught here will be a perfectly legitimate branch of general education. All that is in contemplation is to improve the line of the general education given to the lads of the fifth and following standards. What then, it may be asked, is the nature and *rationale* of this new departure?

If you go into a Manual Instruction class-room you will see each lad at a bench with an accurate scale-drawing before him of some simple object, which he is endeavouring to reproduce in wood or some other material. The drawing is his own, and until the drawing is accurate in every particular the boy is not allowed to attempt to construct the object represented. Drawing, then, lies at the basis of all Manual Training. Now, drawing is not only the "most potent means for developing the perceptive faculties, teaching "the student to see correctly and to understand what he sees," but it is itself a Manual Training, educating the hand to work under the control of the will. This training is only carried a stage further when the pupil is made to reproduce exactly in wood or iron the preconceived design represented by the drawing. Designing and the working out of the design—drawing and construction—cover the whole of Manual Training.

Why, then, is this new study being introduced in our elementary schools? I said a few minutes ago that the methods and even the principles and ideas of education had been radically changed since the days of my youth. One great feature in this change has been the substitution of the idea of development of faculty for that of mere acquisition of knowledge. It has come to be recognized that Pestalozzi was right in holding that "sense "impression is the true foundation of instruction, and development of all the faculties "of the pupil a higher object than the mere cultivation of words" and application of formulæ. Hence it is that in all rationally taught seminaries the infant nowadays instead of wasting the hours in idiotic reiteration of senseless syllables, like a-b, ab, or b-a, ba, is interested and developed by the common sense training of the Kindergarten. What that system is you all doubtless know. Let me, however, very briefly recall for present reference the following admirable description of its method: "By means of cunningly "devised toys, the Kindergarten system satisfies the innate desire of every child for action; "it gives to each child something to handle and examine and experiment upon; something "which trains the pupil's powers of construction, ingenuity, imagination and inventiveness; "which brings about deftness of manipulation, order, neatness, accuracy, and precision. "The superficial observer sees in a Kindergarten a few squares of paper being handled by "happy babies of 4, 5, or 6 years of age; he sees them marching, singing, playing games, "modelling in clay and sand—that is all. The educator says, 'That is enough,' for he sees "how much the little ones are gaining under the guidance of a skilful teacher. He sees "the essential elements of education at work here. He sees in progress the harmonious "development of the mental, moral, manual, and physical powers; but he recognizes that "this Hand and Eye work, however important in itself, is considered as a means to an end. "The mental training is in fact the principal; the manual, the subsidiary aim."

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Extracts from an address delivered on the 24th May 1893 by Sir ALEXANDER MACKENZIE, K.C.S.I., Chief Commissioner of Burma, upon the occasion of the opening of a Central School for Cookery and Manual Instruction.

WHAT is the real meaning, the true aim and object, of the Classes in Manual Instruction which are to be held in these buildings? I should have thought it hardly necessary to enter at any length upon this subject. But I am told that strange misconceptions are abroad regarding it. I shall, therefore, in what I have to say, instead of attempting any novel exposition of my own, lay before you in condensed form a sort of mosaic of authoritative opinion and explanation regarding it. You may, if you please, put the remaining part of my address more or less within inverted commas. Experts will easily recognize the sources. If curiosity or interest should lead others to explore them, I shall be the better pleased.

In the first place, then, I must ask you to dismiss from your minds the notion that Manual Instruction, or, as it is better called, "Hand and Eye Training," is in any sense a branch of what is known as Technical or Trade or Special Education. Technical Instruction may be defined to be instruction in that kind of knowledge which is essential to the successful and practical prosecution of the several branches of trade and industry. Cookery, book-keeping, applied chemistry are all branches of Technical Education properly so called. It may be imparted in Special, Technical or Trade Schools and Classes, where particular trades and the knowledge directly bearing upon each are regularly taught to lads destined to follow those occupations, or in factory or other schools and classes open as sources of supplementary instruction to those who have already begun work at some industry or handicraft. In teaching of this kind the country has made great progress during the last few years. The systems of other countries have been collated, Commissions have reported, funds have been found, and there is scarcely a manufacturing town where the British apprentice and artizan may not, if he choose, improve himself in all that pertains to his proper craft. You have plenty of such instruction in * * and it is quite unnecessary to dilate on its objects and advantages. There is, however, no intention whatever of converting this centre into a Trade School. What is to be taught here will be a perfectly legitimate branch of general education. All that is in contemplation is to improve the line of the general education given to the lads of the fifth and following standards. What then, it may be asked, is the nature and *rationale* of this new departure?

If you go into a Manual Instruction class-room you will see each lad at a bench with an accurate scale-drawing before him of some simple object, which he is endeavouring to reproduce in wood or some other material. The drawing is his own, and until the drawing is accurate in every particular the boy is not allowed to attempt to construct the object represented. Drawing, then, lies at the basis of all Manual Training. Now, drawing is not only the "most potent means for developing the perceptive faculties, teaching "the student to see correctly and to understand what he sees," but it is itself a Manual Training, educating the hand to work under the control of the will. This training is only carried a stage further when the pupil is made to reproduce exactly in wood or iron the preconceived design represented by the drawing. Designing and the working out of the design—drawing and construction—cover the whole of Manual Training.

Why, then, is this new study being introduced in our elementary schools? I said a few minutes ago that the methods and even the principles and ideas of education had been radically changed since the days of my youth. One great feature in this change has been the substitution of the idea of development of faculty for that of mere acquisition of knowledge. It has come to be recognized that Pestalozzi was right in holding that "sense "impression is the true foundation of instruction, and development of all the faculties "of the pupil a higher object than the mere cultivation of words" and application of formulæ. Hence it is that in all rationally taught seminaries the infant nowadays instead of wasting the hours in idiotic reiteration of senseless syllables, like a-b, ab, or b-a, ba, is interested and developed by the common sense training of the Kindergarten. What that system is you all doubtless know. Let me, however, very briefly recall for present reference the following admirable description of its method: "By means of cunningly "devised toys, the Kindergarten system satisfies the innate desire of every child for action; "it gives to each child something to handle and examine and experiment upon; something "which trains the pupil's powers of construction, ingenuity, imagination and inventiveness; "which brings about deftness of manipulation, order, neatness, accuracy, and precision. "The superficial observer sees in a Kindergarten a few squares of paper being handled by "happy babies of 4, 5, or 6 years of age; he sees them marching, singing, playing games, "modelling in clay and sand—that is all. The educator says, 'That is enough,' for he sees "how much the little ones are gaining under the guidance of a skilful teacher. He sees "the essential elements of education at work here. He sees in progress the harmonious "development of the mental, moral, manual, and physical powers; but he recognizes that "this Hand and Eye work, however important in itself, is considered as a means to an end. "The mental training is in fact the principal; the manual, the subsidiary aim."

Now when the child passes out of the infant school there can be no doubt that it has to take up subjects of mental training, such as arithmetic, history, and geography, which must necessarily be of a more abstract character, and be dealt with to a great extent apart from concrete objects. Here arises the danger that the pupil will be trusting to words and words only. Good teaching will of course do much to minimise this danger, but it is ever present, and the fact accounts for the failure of many so-called successful students in the business of life. Thoughtful men interested in a wise pedagogy have therefore urged that methods analogous to those of the Kindergarten system should supplement the ordinary class work of elementary and secondary schools They have advocated the importance of Manual training as a form of education to be cultivated side by side with the ordinary subjects of the School curriculum. Their position has been thus defined: "The training of the faculties is the primary object of education, and although it "is a mistake to suppose that book-knowledge does little to develop the powers of mind, "it is equally a mistake to suppose that book-knowledge alone will suffice. An ideal edu-"cation is one which multiplies the power of the eye to see, of the ear to hear, of the hand "to execute, which puts a mind well stored with knowledge into active contact with facul-"ties capable of translating it into action. Mind and body are so related that their highest "development can only be effected through that system of training which makes the most "of both." "A system of education," says Professor Huxley, "which does nothing for "the faculties of observation, which trains neither the eye nor the hand, and is compatible "with utter ignorance of the commonest natural truths, may naturally be regarded as "strangely imperfect." "Hand-work," writes another authority, "is the only kind of "instruction in which you can make certain that the learner is not trusting to words, and "words only. It strengthens and tests the invaluable habit of attention. It cultivates the "practical intelligence. It encourages the virtues of diligence, perseverance, love of order, "neatness, dexterity, caution, a love of construction, a respect for the work of men's hands, "and a contempt for wanton destruction." "It is good for the bookish boy, to draw him "from his books. It is good for the non-bookish boy, in showing him there is a possible "something he can do well. It provides an attractive occupation for the boy on leaving "school within the home, which will doubtless in many instances act as a counterpoise to "less refining influences from without." The experience of those countries where this system of Manual Instruction in schools has been carried furthest is that it improves the results of the ordinary teaching in a very remarkable way. The children find in it a relief and stimulus which react directly upon their work in class. Their minds become more active and receptive, and they gain in power and self-reliance.

Obviously, then, in any well co-ordinated system of education, the children on leaving the Kindergarten should be carried through a graduated series of Hand and Eye exercises, all resting on a basis of drawing, *pari passu* with their other studies.

The importance of such training for youths who will most of them have eventually to earn their own bread in the factory or the workshop can hardly be over-estimated. This Centre will not make carpenters or joiners or mechanics of any special kind; but it will turn out bright, intelligent, handy lads, well fitted to learn successfully hereafter the routine of any handicraft in the town. An apprentice trained here will pick up his trade faster, and spoil less material at starting, than a lad who never handles a tool until he joins the shop. He will at the same time have had a brighter and more interesting school life; his nature will have been more harmoniously developed, his intelligence will have been more widely cultivated. He will, in short, throughout life "be more of a man and less of "a machine, and more readily adaptable to any change that may take place in industry and "its application."

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REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the year 1893-94.

INTRODUCTION.

CHANGES in the standards and in the rules have been few during the year. The schools of the province have had time to get thoroughly used to the Code, and the work during the past year has been sound and good.

Except in University education, the results show a decided advance, not only in a few central schools, but uniformly over the province.

2. The chief feature of the year's work has been the thoroughness of inspection.

The Department has a good staff of Inspectors, whose education and previous training give them a thoroughly intelligent insight into the work and enable them to raise the standard of efficiency all round.

3. The qualifications and the work of some of the Deputy Inspectors of Schools leave, I am sorry to say, much to be desired. We need a better educated class of men; but till some change is made in the position and prospects of these officers, I fear we shall not get the class of men we should have. The prospects in other departments are much better; we are not only losing but fail to secure good men when vacancies occur.

4. Special attention has been paid by the Department to the work of the Normal schools, and the results have justified the care bestowed on them.

The first and second years of all the Normal schools are now examined year by year by papers. For this examination any pupils in schools, Vernacular or Anglo-Vernacular, who wish to qualify under Section VIII, paragraph 135, to become pupil-teachers, may enter. The names of the successful candidates are published in the Gazette. Fuller information on Normal schools will be given in Section VI.

5. The Normal school system in the province is a sound one. One Government Normal school is maintained, and all the rest are worked on the grant-in-aid principle.

The teachers who have passed this year will do much to improve the schools to which they belong, or to which they may be appointed. As fresh supplies of certificated teachers pass out, the standard of teaching will be raised in the schools.

The "Indian Journal of Education" in commenting on our system says:—

"The Normal school system in vogue in Burma should produce a far better supply of trained teachers than anything we have in India. In Burma the normal students first go through a three-years' course in the Normal school, and if they pass they get only a *half* certificate. They then leave the school and do two or three years' work, as the case may be, and, if they teach satisfactorily during this probationary period, then they get a full normal certificate.

* * * * *

"The Burma system should turn out a superior class of teachers."

I have every hope that it will. The results in the Normal schools of the first examination after a full three-years' course under the new rules are decidedly encouraging.

6. Drawing has greatly improved in the schools. Details will be found in Section VI.

7. Drill is systematically carried on in the Government and Municipal schools and in a large number of aided schools. The Inspector of Schools, Western Circle, reports that it is not attended to in the Rangoon Collegiate school.

8. Gymnastics are attended to in certain of the larger schools that can afford the necessary apparatus. In the others it is carried on in a miscellaneous kind of way.

9. Cricket, football, and athletic sports flourish. There is scarcely a school in which these are not popular But, as I pointed out last year, *masters play in the football and cricket teams* this is scarcely a fair test of what a school can do. School teams should consist of none but *bona fide* pupils of the school.

Moulmein had very successful inter-school sports I regret to say the inter-school sports in Rangoon did not take place as usual in December last. It ought to be possible for the schools of Rangoon to combine in a candid, friendly way for the purpose, and I am sure the managers will this year come to a healthy understanding and ensure the permanence of our sports In Bengal and in Madras they flourish. Bombay took a leaf out of our book and last year inaugurated inter-school sports. It will not do for us to let them know we are not able to carry our work through.

10. The Inter-school Rules have been re-cast and come into force from 1st May. The object of the change is to put an end more firmly than ever to the aimless migration of pupils without the knowledge or consent of parents and guardians, to the prejudice of good teaching and sound discipline.

11. This year the first examination for admission to the Forest Training School at Dehra was held. Five out of the six candidates nominated presented themselves and passed, one from the Rangoon Collegiate school, one from St. Paul's High school, one from the Diocesan High school, and two private students.

12. The date for the VII Standard and Teachership examinations was changed from December to March. It is now possible to have all the results from Standards I to IX inclusive out in time to enable managers to make their promotions right through, on the re-opening of the schools after the hot weather holidays.

13 The privilege of granting double promotions in Standards I to IV inclusive has, we have found, been very indiscriminately used by managers. It is clearly stated that only *exceptionally advanced* pupils may thus be promoted after examination. It has been found necessary to fix a uniform percentage of marks to be gained by such pupils before they may be promoted; and in Government and Municipal schools the examination is conducted by the Inspectors of Schools.

Any laxity on the part of aided managers is not only false kindness to the pupils, but an injury to Government and Municipal schools.

14. The system of allowing fixed-grant schools to examine themselves in Standards I to VI has not been found a success. There has not been the necessary strictness and thoroughness of examination, and the easy terms on which promotions were gained has led to great dissatisfaction among Government, and Municipal schools, and those aided schools, which are examined each year by the officers of the Department.

15. The question of having a University for Burma (referred to in paragraph 8 of last year's Report) was discussed The Government did not see its way to recommending such a step just yet. I trust the step will not be long deferred in the interests of education in the province.

I refer to this again in Section IV, paragraph 49.

16 The "Teachers' Associations" both in Rangoon and in Moulmein have been very successful during the year.

The "Teachers' Institute and Library," Rangoon, that I referred to in paragraph 13 of last year's Report has not only been opened, but has during the year outgrown the accommodation that was at first secured. It is well supported by the Rangoon schools, and is well stocked with such books, papers, periodicals, school-maps, and apparatus as are of use to managers.

I take this opportunity of thanking the Rev. Mr. Gilmore, the Honorary Secretary, and all those ladies and gentlemen who have helped to make the Institute such a success.

The Moulmein Association has a good library in formation. It is especially indebted to Mr. Wilkins, the Principal of the Government High and Normal School, for his disinterested efforts on its behalf. Amongst other things he gave

two lectures a week on the subjects for the Teachers' Test examination to such teachers as chose to attend.

The admirable success of Moulmein in these examinations is very largely due to him.

17. I regret to say I have had many complaints from European and Burman gentlemen of the want of manners and the absence of nice, respectful, gentlemanly behaviour in the boys taught in the Anglo-Vernacular schools.

I have had to call the attention of the Managers, Principals, and Headmasters to this. I fear that in many cases the masters do not pay sufficient individual attention to these points in their classes.

Boys are allowed to do what in Vernacular schools and in native society they would not dare to do.

The Educational Officers have had to deal rather sharply in some cases, where the rules laid down on pages 93, 96, and 118 have been neglected.

But something more than mere rules is necessary. It is a question for the masters themselves to deal with, both by precept and by example.

18. Vernacular education shows a decided advance. Every care has been taken that the primary stage of instruction shall not be sacrificed for the sake of keeping up small middle departments. The numbers and the passes show advance.

The passes by the VII Standard are not many, and are very largely those of normal students, teachers, managers, and private students. The schools that have passed pupils are few. No Urdu candidates have passed.

The maintenance of a school teaching from Standards I to VII is beyond the ordinary Vernacular School-manager. He cannot afford the staff, even though he is assisted by the Government with the cost of a Certificated Assistant Teacher and pupil-teachers. The money he earns from fees is too small. Moreover, pupils leave Vernacular schools as a rule after they have passed Standard IV in order to join an Anglo-Vernacular school. At present a Vernacular VII Standard pass leads to very little: *if it were made a compulsory qualification for appointments in Myoôks' and Subdivisional Courts and for all appointments of a purely Vernacular nature, I think more attention would be paid to the study of Burmese.*

19. In accordance with the instructions laid down by the Chief Commissioner in paragraph 9 of his Resolution on last year's report, I give here a brief statement of the educational work of the Township Officers.

As a rule we get little or no help from these officers. Those who have taken an interest in education and done what they could for forwarding it, have been mentioned by me in Section V. Many of them are very busy men and seem to have no time; others are of a haughty type and consider education and Deputy Inspectors beneath their notice.

Perhaps it is not enough to say, in a general way, that Township Officers are to promote education. Some definite instructions to them, defining their duties and their relationship to Deputy Inspectors, would be of use.

The Deputy Inspectors one and all have done their best to win the co-operation of these officers. But in a very large number of cases it has ended in fruitless attendance, leading to a waste of time and to personal annoyance. The Deputy Inspectors have felt it, especially the older men.

20. I shall elsewhere give the results of the examinations under Section VIII, paragraph 133 (2) of the Code; they were very bad. The teachers in the Rangoon Collegiate school, the Government High School, Moulmein, and in the Municipal schools generally failed when they should have passed.

These rules were issued by the Government in November 1890. The teachers were required to pass in 1893, were repeatedly warned, and were given a further extension to March 1894. There has simply been a systematic ignoring of the orders. Under the system of dual control that exists there has been, I regret to have to point out, a great tendency on the part of teachers to ignore orders, and to trust to this system of control, or to some agitation got up later on for screening offenders or for getting rid of orders. Strict and ready compliance is set aside. This is peculiarly unsettling and bad for the progress of education and for discipline. What is wanted is a more loyal attitude on the part of those in charge of schools in carrying out orders promptly and in seeing that their

subordinates obey. Had this been done in 1890, when these rules were issued, we should not now have had this wholesale failure. No attention was paid to orders or to the repeated warnings, and now teachers are encouraged to pose as martyrs and to agitate.

The attitude of the aided schools, on the contrary, has been admirable. They have seen the orders carried out, and have set a very good example.

21. The following table is interesting as showing how Burma stood in relation to India in April 1891-92:—

Presidency or province.	Government Institutions.		Aided Institutions.		Unaided Institutions.		Total of institutions.	Total of students.
	Number of institutions.	Number of students.	Number of institutions.	Number of students.	Number of institutions.	Number of students.		
Bengal ...	517	37,284	43,455	1,139,614	23,852	364,067	67,824	1,531,965
Assam ...	1,340	37,857	972	33,392	488	12,389	2,800	83,638
Punjab ...	2,067	128,824	244	18,775	7,097	112,628	9,408	260,227
North-West Provinces and Oudh.	4,595	185,316	427	28,947	5,840	68,307	10,862	282,570
Central Provinces ...	1,204	82,528	620	28,665	164	6,290	1,988	117,483
Madras ...	3,472	150,235	10,359	347,520	9,373	196,230	23,204	693,985
Burma ...	47	3,534	1,695	63,801	10,265	128,693	12,007	196,028
Bombay ...	7,215	453,909	2,147	101,864	2,910	78,665	12,272	634,438

SECTION I.

General and Statistical Summary.

22. For the first time the annual report has the figures for Upper and Lower Burma taken together.

23. The following statement gives the statistics regarding the educational institutions of Lower and Upper Burma for the two years 1892-93 and 1893-94:—

Name of institution.	1892-93.		1893-94.		1893-94.	Remarks.
	Schools.	Pupils.	Schools.	Pupils.	Average number of pupils.	
Public Institutions—						
University Colleges	1	46	1	76	76	
High English schools	12	3,894	11	4,043	368	
Middle English schools	48	4,405	50	4,751	95	
Middle Vernacular schools	20	1,699	103	6,805	66	
Primary	4,439	115,969	4,493	116,921	26	
Special	31	1,258	32	812	25	
Female	121	5,096	140	5,526	39	
Total Public Institutions ...	4,672	132,367	4,830	138,934	29	
Private Institutions—						
Advanced teaching	...	...	...	...	...	
Pali	...	...	...	...	...	
Arabic or Persian	...	..	...	...	...	
Sanskrit	...	...	...	...	...	
Elementary, teaching a Vernacular only or mainly.	9,404	91,405	9,699	94,535	10	
Other schools not conforming to Departmental standards, for religious instruction only.	295	4,206	294	4,081	14	
Total Private Institutions ...	9,699	95,611	9,993	98,616	10	
Grand Total ...	14,371	227,978	14,823	237,550	16	

24. Under High English schools there is a decrease of one, owing to the S. P. G. Royal school, Mandalay, having been reduced to the Middle grade. The pupils have increased by 149. There is an increase of two in the Middle English schools. The Cantonment Tamil school, Rangoon, was reduced to the Primary grade, and the Burma Boarding school at Insein was closed. Against

this four schools were raised to Middle standard,—the Mizpah Hall school, Moulmein, A. B. M. school, Zigôn, St. Mark's, Akyab, and St. Mary's, Thayetmyo.

25. Primary schools show an increase of 54 schools and 952 pupils. This is a very satisfactory result and is due entirely to more thorough inspection by the Deputy Inspectors of Schools and to better supervision of them by the Inspectors of Schools.

Every year there should be a steady increase in this direction, if the Inspecting officers do their duty and are helped by Township Officers.

26. Special schools have increased by one, but pupils show a decrease of 446. This, however, is not really the case. In the figures of attendance for last year 420 pupils were shown who formed part of the general branches of High and Middle schools, and, as they were included in the statistics of attendance of these schools, they should not have again been classified under special schools. Omitting then these 420 pupils, the actual figures for last year and this should be 838 and 812 respectively, the real decrease during the year of report being 26 pupils, due chiefly to fluctuations in the attendance. A new Survey school opened at Thayetmyo during the year accounts for the increase of one school.

27. Female schools show an increase of 19 schools and 430 pupils.

28. In both Upper and Lower Burma Middle Vernacular Schools show an increase. This year all schools teaching above Standard IV have been classed as Middle, even though they had not reached Standard VII. This classification takes away a good number of schools hitherto classed as Primary.

29. Private institutions, *i.e.*, those unable to fulfil the very easy conditions of recognition and in which very little beyond elementary reading and writing are taught, are still very numerous; but the average number of pupils attending them is small. As a rule these institutions are monastic, and very few of the monks know anything about arithmetic, one of the subjects compulsory for the pass necessary to secure a money grant. Some monks may know arithmetic, but for religious reasons object to teach it. Though they may be able to teach their pupils fairly well in Burmese, their efforts receive no official recognition. It might perhaps further elementary education to examine the pupils of such schools in Burmese alone and to pay one-third of the full grant for each pupil who passes. Such pupils, however, would not be considered to have *passed* any educational standard and the grant paid would be for Burmese alone. Such recognition might have the effect of stimulating the teaching of the vernacular in places where there is little prospect of either arithmetic or geography being introduced.

30. Schools for religious instruction and not conforming to the departmental standards have decreased by one and pupils by 125.

31. The following shows the classification of schools according to their management:—

Name of institution.	1892-93.		1893-94		Remarks
	Schools.	Pupils	Schools.	Pupils	
UNDER PUBLIC MANAGEMENT—					
Maintained by the Department	32	2,307	32	1,851	
Maintained by Municipal and Local Boards ..	19	2,058	18	2,055	
UNDER PRIVATE MANAGEMENT—					
Aided by Grant-in-aid Rules of 1890 ..	76	7,501	82	8,028	
Aided under the Rules for Indigenous schools ...	1,619	60,200	1,681	63,596	
Unaided	2,926	60,301	3,017	63,404	
Total ...	4,672	132,367	4,830	138,934	
Private Institutions of Indigenous instruction	9,699	95,611	9,993	98,616	
GRAND TOTAL ...	14,371	227,978	14,823	237,550	

32. (*a*) *In Lower Burma* the Akyab Normal school was transferred to Moulmein and amalgamated with the Normal school there.

The Baptist College Kindergarten and Normal schools and the Survey schools, Thayetmyo, were added to the list. The Survey school at Sandoway was closed after the October examination and amalgamated with the school at Kyaukpyu.

(*b*) Schools carried on by Municipal Boards show an apparant decrease of one. This is because the school at Sagaing, which was wrongly classified last year as a Municipal one, is this year placed under the head of Aided schools.

(*c*) Schools privately managed, but registered under the Grant-in-aid Rules, have increased by six and pupils by 527 thus:—

Closed—

The Burma Boarding school, Insein.
The Methodist Episcopal Tamil and Telegu school, Rangoon.
The Anglo-Vernacular school, Daingwônkwin.
The R. C. M. school, Nabet, Sagaing.

Opened—

A. B. M. Tamil and Telegu School, College Street, Rangoon.
Anglo-Vernacular school, Tuntè.
S. P. G. school, Kyaiklat.
A. B. M. school, Danubyu.
A. B. M. Chin school, Thayetmyo.
St. Mary's school, Thayetmyo.
Baptist College, Primary department, Rangoon.
Upper Burma Anglo-Vernacular school, Mandalay.
English Church school, Mandalay.
European Wesleyan Mission school, Mônywa.

(*d*) Vernacular schools aided under the rules for Indigenous schools have increased by 102 and their attendance by 3,764 in Lower Burma. In Upper Burma they have decreased by 40 and the attendance by 368.

(*e*) Unaided schools have increased by 74 and their pupils by 3,244 in Lower Burma. *In Upper Burma* there are 17 more schools, but 141 pupils less.

(*f*) Private institutions (not recognized as schools) show a decrease of 31 with 1,031 pupils in Lower Burma. The above figures for indigenous institutions indicate improvement in the schools and closer supervision on the part of the Deputy Inspectors.

In Upper Burma these institutions have increased by 325 and their pupils by 4,036. The cause of this is explained in Section V.

For the year *in Lower Burma* 6,562 indigenous schools with 133,202 pupils are referred to in the foregoing table against 6,417 schools and 127,225 pupils in 1892-93. *In Upper Burma* 8,129 Indigenous schools with 92,414 pupils against 7,827 schools and 88,887 pupils.

33. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in:—

Standard of education.	Number of schools	Number of pupils	High stages			Middle stages			Upper primary stages			Lower primary stages: Reading books			Lower primary stages: Not reading books			Total		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys.	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High English	17	4,887	229	29	258	1,400	180	1,580	1,204	239	1,443	1,311	286	1,597	.			4,144	743	4,887
Middle English	56	5,121	.		.	936	87	1,023	1,507	189	1,696	2,013	389	2,402				4,456	665	5,121
Middle Vernacular	110	7,354	.		.	462	140	602	1,333	298	1,631	3,811	1,310	5,121				5,606	1,748	7,354
Primary	4,614	120,684			..	2	3	5	2,026	729	2,755	98,574	18,450	117,024				101,502	19,182	120,684
Total .	4,797	138,046	229	29	258	2,800	119	3,219	6,970	1,455	8,425	105,709	20,435	126,144	.			115,708	22,338	138,046

34. The following statement summarises the foregoing figures and gives those of the previous year for comparison, the number being taken on 31st March :—

Stage.	Number of pupils.		Increase.	Decrease.
	1892-93.	1893-94.		
High	306	258	...	48
Middle	3,161	3,219	58	...
Upper Primary	7,832	8,425	593	407
Lower Primary reading printed books ...	119,764	126,144	6,380	...
Total ...	131,063	138,046	6,983	...

35. The number of pupils in all classes of institutions, aided and unaided, is shown in the following statement for each district in the province :—

Division.	District.	In Public Institutions.										In Private Institutions.						Grand total.	
		College.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.			
		1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
Arakan	Akyab	...	...	491	732	2,388	2,891	47	15	2,926	3,638	...	...	5,529	5,383	5,529	5,383	8,455	9,021
	Kyaukpyu	...	...	109	105	312	60	13	12	334	177	...	...	1,837	1,924	1,837	1,924	2,171	2,101
	Sandoway	...	...	79	231	538	580	7	...	624	811	...	...	624	641	624	641	1,248	1,452
	Arakan Hill Tracts	...	...	...	...	6	...	...	...	6	...	...	...	...	10	...	10	6	10
Pegu	Rangoon	46	76	4,092	4,895	4,997	4,291	219	236	9,354	9,498	...	...	2,099	1,790	2,099	1,790	11,453	11,288
	Hanthawaddy	...	...	32	372	6,395	6,445	82	22	6,409	6,839	...	...	3,065	1,392	3,065	1,392	9,474	8,231
	Pegu	...	...	153	464	9,433	9,680	21	11	9,607	10,155	...	...	1,986	2,913	1,986	2,913	11,593	13,068
	Tharrawaddy	...	...	124	464	5,063	4,713	29	19	5,216	5,196	...	...	1,366	953	1,366	953	6,582	6,149
	Prome	...	...	483	539	7,720	7,719	24	18	8,227	8,276	...	...	1,891	1,693	1,891	1,693	10,118	9,969
Irrawaddy	Thôngwa	...	...	300	796	10,462	12,161	30	20	10,792	12,977	...	...	1,646	2,617	1,646	2,617	12,438	15,594
	Bassein	...	...	710	1,132	7,785	7,821	458	68	8,953	9,021	...	...	2,005	2,043	2,005	2,043	10,958	11,064
	Henzada	...	...	396	716	5,419	5,462	24	13	5,839	6,191	...	...	5,007	5,853	5,007	5,853	10,846	12,044
	Thayetmyo	...	...	176	562	2,527	3,062	...	13	2,703	3,637	...	...	3,641	2,880	3,641	2,880	6,344	6,517
Tenasserim	Moulmein	...	...	1,467	2,056	1,675	2,123	161	170	3,303	4,349	...	...	1,606	291	1,606	291	4,909	4,640
	Amherst	...	...	72	445	3,521	3,879	...	...	3,593	4,324	...	...	5,169	5,281	5,169	5,281	8,762	9,605
	Shwegyin	...	...	131	412	3,675	4,311	...	...	3,806	4,723	...	...	4,364	4,111	4,364	4,111	8,170	8,834
	Toungoo	...	...	851	1,149	3,383	2,123	28	32	4,262	3,295	...	...	2,543	4,132	2,543	4,132	6,805	7,427
	Tavoy	...	...	130	296	1,330	908	...	...	1,460	1,204	...	...	3,512	3,142	3,512	3,142	4,972	4,346
	Mergui	...	...	107	127	769	918	...	...	876	1,045	...	...	1,676	1,468	1,676	1,468	2,552	2,513
	Salween	...	...	...	...	46	23	...	...	46	23	...	...	118	136	118	136	164	159
	Total Lower Burma ...	46	76	9,993	15,484	77,244	79,176	1,143	649	88,336	95,379	...	...	49,684	48,653	49,684	48,653	138,020	144,032
Northern	Mandalay	...	...	822	973	6,137	6,513	23	51	6,982	7,537	...	...	8,365	9,462	8,365	9,462	15,347	16,999
	Bhamo	...	...	38	33	701	348	...	...	739	381	...	...	288	23	288	23	1,027	404
	Katha	...	...	...	...	726	180	...	...	726	180	...	...	494	7	494	7	1,220	187
	Ruby Mines	...	...	...	...	305	133	...	...	305	133	...	...	58	1	58	1	363	134
	Shwebo	...	...	60	72	1,212	1,438	...	...	1,272	1,510	...	...	1,458	1,572	1,458	1,572	2,730	3,082
Central	Ye-u	...	...	35	37	1,414	533	...	...	1,449	570	...	...	1,672	2,362	1,672	2,362	3,121	2,932
	Sagaing	...	...	101	272	4,742	887	18	25	4,861	1,184	...	...	7,569	5,957	7,569	5,957	12,430	7,141
	Lower Chindwin	...	...	...	133	3,021	3,205	...	...	3,021	3,338	...	...	1,920	3,692	1,920	3,692	4,941	7,030
	Upper Chindwin	...	...	...	...	1,573	1,581	...	...	1,573	1,581	...	...	1,068	1,042	1,068	1,042	2,641	2,623
Southern	Pakôkku	...	...	60	59	2,874	2,985	...	...	2,934	3,044	...	...	1,820	2,621	1,820	2,621	4,754	5,665
	Minbu	...	...	...	...	3,339	3,990	27	43	3,366	4,033	...	...	1,970	3,094	1,970	3,094	5,336	7,127
	Magwe	...	...	...	...	1,951	2,682	...	...	1,951	2,682	...	...	4,645	6,130	4,645	6,130	6,596	8,812
Eastern	Myingyan	...	...	...	22	4,949	3,436	...	...	4,949	3,458	...	...	5,692	5,482	5,692	5,482	10,641	8,940
	Kyauksè	...	...	91	50	726	744	26	31	843	815	...	...	2,885	2,481	2,885	2,481	3,728	3,296
	Meiktila	...	...	...	80	2,498	2,530	...	...	2,498	2,610	...	...	4,794	4,839	4,794	4,839	7,292	7,449
	Yamèthin	...	...	168	147	6,373	10,329	21	23	6,562	10,499	...	...	1,229	1,198	1,229	1,198	7,791	11,697
	Total Upper Burma ...	...	...	1,375	1,878	42,541	41,514	115	163	44,031	43,555	...	...	45,927	49,963	45,927	49,963	89,958	93,518
	Grand Total for the Province ...	46	76	11,378	17,362	119,785	120,684	1,258	812	132,367	138,934	...	...	95,611	98,616	95,611	98,616	227,978	237,550

36. The following table gives a comparative table of the expenditure of the last two years :—

Head of expenditure.	1892-93		1893 94	
	Net Government expenditure	Total expenditure	Net Government expenditure	Total expenditure.
	Rs	Rs	Rs.	Rs.
University		...	..	..
Collegiate	41,912	44,027	43,590	47,950
Secondary	1,35,899	3,71,092	1,50,072	4,10,388
Primary	1,87,932	2,06,825	1,63,509	1,83,376
Female	39,935	1,06,685	42 848	1,09,311
Special	47,588	80,159	55 901	72,308
Scholarship	17,854	17,854	18,962	18,962
Buildings	40,560	63,228	57,000	60,677
Furniture and apparatus	5,020	10,200	3,579	10,236
Miscellaneous	61,132	65,047	58,661	60,448
Superintendence	1,50,500	1,50,500	1,63,649	1,63,649
Total ..	7,28,338	11,17,117	7,52,901	11,76,305

Under Net Government expenditure there is an increase of Rs. 24,563 against a decrease of Rs. 5,021 last year. The following details explain this :—

(*a*) The Educational Syndicate expenditure for Collegiate instruction shows an increase of Rs. 1,678, entirely due, as last year, to increments of salary earned by the Collegiate staff.

(*b*) Under Secondary Education there is an increase of Rs. 14,173, while under Primary there is a decrease of Rs. 24,333. The increase under Secondary is due to the fixed grant to the Rangoon Diocesan schools having been increased and to more grants having been earned by and paid to schools of this grade; it having been found possible and necessary, from the experience of the previous year, when, on account of insufficiency in the budget allotments, the grants had to be cut down to fully provide for the grants payable during the year under report. The advancement of certain private schools to this grade during the year has also contributed to the increase. The Rangoon Collegiate school (*i e*, the High, Middle, and Primary departments) cost Rs. 47,950 against Rs. 44,927 last year.

The large decrease of Rs. 24,333 under Primary is due to smaller grants having been earned in Upper Burma in Indigenous schools, the decrease under this head alone being Rs. 6,917, the grants earned and paid on this account last year and this being Rs. 20,741 and Rs. 13,824 respectively. Upper Burma has also contributed a decrease of Rs. 1,244 under Salary grants, it having been found necessary to reduce the expenditure under this head to bring it within the sanctioned budget allotment for the year. In Lower Burma the cost of Salary-grants during the year was reduced by Rs. 4,405, chiefly caused by the expiry of certain temporary salary-grants which originally were awarded for a term of three years; to the reduction of certain of these to half-salary grants; and to the entire withdrawal of some of the regular salary grants permanently attached to certain schools. Various other causes, such as the advancement of certain Primary schools to the Secondary grade, the removal of some from the registers, and the proportionate reduction of the grants in certain districts in which the budget allotments were found insufficient to pay the full amounts earned, have contributed towards the decrease shown under Primary.

(*c*) The increase of Rs. 2,913 under Female Education is mainly due to the additional cost for stipends in the Normal schools for second and third years' pupils. Under "Special" the large increase of Rs. 8,403 is accounted for by Government having to meet the cost of Mr. Simeon's pay and pension contribution, also his exchange compensation allowance, while his services are lent to St. Peter's Technical Institute, Bassein.

(*d*) There is a slight increase of Rs. 1,108 under "Scholarships," mainly due to the opening of a new Survey school in Meiktila, Upper Burma.

(*e*) The expenditure on buildings shows an increase of Rs. 11,440. The following schools received grants during the year, and in each case an equivalent sum, in some instances more, was contributed from private sources :—

	Rs
Methodist Girls' School, Rangoon	4,000
Lutheran Mission School, Rangoon	2,500
St Gabriel's School, Rangoon	3,000
Cantonment School, Moulmein	1,500
Anglo-Vernacular School, Ma-ubin	950
A B. M Pwo Karen School, Ma-ubin	2,500
A B. M Burmese School, Henzada	5,000
R. C. M School, Gyobingauk	2,500
A. B M Girls' School, Kemmendine	400
A B. M. Morton Lane Girls' School, Moulmein	1,000
European Wesleyan Mission School, Mônywa	750
Total ...	24,100

There is a falling off of Rs. 1,497 in the expenditure on furniture and apparatus, which calls for no special remarks.

Rupees 3,484 and Rs. 3,546 respectively were expended from Provincial funds on the extension of the Normal School, Moulmein, and annual repairs to Government College, Rangoon. Further sums of Rs. 1,372 and Rs. 926 were similarly expended towards alteration and addition to the Rangoon College and annual repairs to the Government Normal School respectively. There is a reduction of Rs. 2,471 in the expenditure on "Miscellaneous" which calls for no special remarks. The expenditure under "Superintendence" has increased by Rs. 13,149 and is largely due to the appointment of a new Inspector for the Western circle. Increments earned during the year, expenditure on account of exchange compensation allowance, and Mr. Wells' leave allowances have also gone towards the increase.

(*f*) The fee receipts under all classes of institutions again show a satisfactory increase of Rs. 23,667 for both Lower and Upper Burma over the receipts of last year, Government and Municipal schools contributing Rs. 6,867 and Aided Schools of all classes the remainder (Rs. 16,800).

SECTION II.

CONTROLLING AGENCIES

37. Mr. Goss and Mr. Wedderspoon have respectively had charge of the Eastern and Central circles during the year.

The Western circle was temporarily under Mr. Bird until the 5th August 1893, when it was taken over by Mr. A. E. Potter, a Graduate in Arts and Science of Cambridge, who was appointed by the Secretary of State for India. Mr. A. J. Wells, M.A., Inspector of Schools, Upper Burma, went on sick leave for one year on 29th June and Mr. Bird was appointed to officiate.

38. The following statement shows how these officers distributed their time :—

Name.	Total days in charge	Days in charge				Days spent at headquarters on general duty.	Days spent at headquarters on inspection	Days spent on tour of inspection	Number of inspections made.
		Eastern circle	Central circle.	Western circle.	Upper Burma circle				
Mr. Goss* ...	339	339			...	130	23	186	294
Mr. Wedderspoon .	365	...	365	.	.	82	20	263	244
Mr Potter	239	.	...	239	...	86	47	106	181
Mr Bird (Lower Burma) .	127	...	...	127	...	35	...	92	89
Mr. Wells .	89	..	...	...	89	89	..	...	.
Mr Bird (Upper Burma) ...	238	...	..	...	238	70	34	134	110

Mr. Goss was on privilege leave for 26 days.

39. The circles of inspection remained the same as before.

The subordinate inspection circles were not changed, except that the Toungoo district was made a sub-circle so far as regards its Burmese schools, while Tavoy and Mergui districts together became a sub-circle for the Karen part of the work.

40. In the subordinate staff there were the following changes :—

(*a*) In the Eastern Circle Maung Tun San U replaced Maung Paw Din in the charge of the Amherst district. He has shown considerable aptitude for his work and has done good work.

In Mergui Sub-Deputy Inspector Maung Po Gywè was transferred to the Toungoo sub-circle and his place taken by Maung Auk Chin, a Certificated Assistant Teacher, who should have done well. He was, however, almost immediately taken ill and died. His place has been well filled by Maung Kyaw Yan, also a Certificated Assistant Teacher of good qualifications, who is doing good service. He has passed the new Secondary Grade Teachers' Test.

The Tavoy-Mergui Karen sub-circle has been placed under the care of Maung Po Ni, who is very energetic and promises to prove a useful officer in a very backward locality.

(*b*) In the Central circle Maung Maung was appointed on probation Deputy Inspector of Schools, Thayetmyo, and showed considerable energy in the discharge of his duties. He will make a good officer.

Maung San Yè was transferred from Rangoon town to Pegu district and his place was taken by Maung Shwe Hmôn, an officer of long experience from the Hanthawaddy district.

Maung Shwe Zan Aung, B.A., was placed in charge of Hanthawaddy.

Maung Po Maung, Deputy Inspector of Schools, Prome, was for two months in charge of Tharrawaddy district in addition to his own duties. He discharged the work of both districts satisfactorily.

Maung Taw Pru was transferred from Magwe to Minbu and Pakôkku and Maung Tun from Minbu to Magwe. Maung Tun has shown himself utterly unable to do the work in Upper Burma, to which he was appointed on promotion. The officers in this circle have as a rule done their work well.

(*c*) In the Western circle Maung Gneo, B.A., has been officiating as Deputy Inspector of Schools in Kyaukpyu district since the 10th May, Maung Mè Gri having taken 18 months' furlough. He has worked energetically.

Ain-ud-din, Deputy Inspector of Schools, Akyab, must spend more time in the district and his inspections must be more thorough.

Maung Po Nwè, Deputy Inspector of Schools, Bassein, must keep pace with the times and be more energetic. He is getting beyond work and seems unable to keep his district in hand. His work has been very bad.

Maung Tun Hla (1), Deputy Inspector of Schools, Henzada, has done very well.

Maung Than, Sub-Inspector of Schools, Sandoway, has been warned that, unless his work is more satisfactory, his services will be dispensed with.

(*d*) In the Upper Burma circle the largest record is that of Maung Po Kyin of the Meiktila district, who spent 236 days on tour and visited during the year 1,147 schools. I fear thoroughness of inspection must have been somewhat sacrificed.

Maung Po San spent too many days at headquarters, but he has his sub-circle well in hand.

Maung Tôk Kyi of Shwebo has worked well and explored the whole of his charge.

Maung Mòn has spent the full number of days in the district and his work has been thorough.

The Upper Chindwin district needs more inspection.

41. The following table shows the work of the several Deputy and Sub-Inspectors:—

Name.	Circle.	Days in charge.	Days spent		Days on Inspection		Visits made.		
			At head-quarters.	In district.	At head-quarters.	In district.	At head-quarters.	In district.	Total.
Deputy Inspectors of Schools.									
Maung San Ye ...	Rangoon Town ...	40	40	...	23	...	40	...	40
Maung Shwe Hmon	ditto ...	325	325	...	289	...	410	...	410
Maung Waik ...	Moulmein Town ...	365	365	...	230	...	428	...	428
Maung Paw Din ...	Amherst district ...	7	7	...	...	...	...	...	...
Maung Myat Tun ...	ditto ...	81	52	29	22	10	...	28	28
Maung Waik ...	ditto ...	54	54	...	...	...	...	...	...
Maung Tun Zan U	ditto ...	223	65	158	6	131	4	387	391
Maung Nyaw Kyai	Tenasserim division. (Privilege leave 53 days)	271	60	211	3	147	...	216	216
Maung Po Ni ...	Tenasserim division ...	41	...	...	...	...	...	...	...
Maung Tun On ...	Tavoy and Mergui. (Privilege leave one month.)	334	166	168	57	102	105	241	346
Maung Bwa ...	Yamethin. (Privilege leave 30 days.)	335	120	215	12	196	25	716	741
Maung Pa Ha ...	Toungoo	365	164	201	69	167	68	315	383
Maung Tu ...	Shwegyin	365	146	219	38	166	61	371	432
Maung Shwe Zan Aung.	Pegu	45	22	23	7	19	11	74	85
Maung San Ye ...	do	229	70	159	29	141	53	407	460
Maung So Pe ...	do	91	11	80	5	73	3	255	258
Maung Shwe Hmôn	Hanthawaddy ...	48	37	11	...	11	...	29	29
Maung Shwe Zan Aung.	ditto ...	317	140	177	11	149	11	517	528
Maung Lu ...	Pegu Division ...	365	69	296	11	228	5	277	382
Yusuf Khandia ...	Thayetmyo	62	41	21	17	15	45	60	105
Maung Tun ...	ditto	49	7	4	2	1	...	...	...
Maung Maung ...	ditto	254	101	153	18	145	50	241	291
Maung Pru ...	Tharrawaddy ...	317	94	223	...	176	...	304	304
Maung Po Maung*	ditto ...	48	3	20	1	18	1	64	65
Maung Po Maung*	Prome	365	153	189	72	169	181	765	946
Maung Po Nwe ...	Bassein	365	169	196	52	159	65	407	472
Maung Shwe Ni ...	do	365	76	289	12	221	...	314	314
Maung Pa ...	Thôngwa, Henzada, and Thayetmyo.	365	92	273	6	247	2	334	336
Maung Tun La (2)	Thôngwa. (Privilege leave one month.)	337	131	206	28	192	26	731	757
Maung Tun La (1) ...	Henzada	365	141	224	85	181	232	752	984
Ain-ud-din ...	Akyab	365	218	147	25	117	45	499	544
Maung Me Gri ...	Kyaukpyu and Sandoway.	39	33	6	2	...	3	...	3
Maung Gneo ...	ditto ...	326	132	194	3	144	15	263	278
Maung Tha Do Kaing.	Mandalay Town ..	365	365	...	213	...	910	...	910
Maung Môn ...	Mandalay district ...	365	148	207	148	207	...	926	926
Maung Po San ...	Bhamo, Katha, and Ruby Mines.	76	58	18	58	18	2	3	5
Usuf Khandia ...	ditto ...	289	97	192	97	192	97	48	145
Maung Gyi ...	Sagaing	30	30	...	30	...	6	...	6
Maung Po San ...	do	272	139	133	110	133	127	408	553
Maung Po Win ...	Chindwin	122	43	79	43	18	5	100	105
Maung Myat Tun ...	Chindwin	243	107	136	107	136	41	482	523
Maung Tôk Gyi ...	Shwebo	365	100	265	100	265	71	855	926
Maung Tun Zan U	Myingyan	132	76	56	76	56	88	394	482
Maung Po Win ...	do	233	97	136	97	136	105	773	878
Maung Po Kyin† ...	Meiktila and Kyauksè ...	333	97	236	97	236	47	1,103	1,147
Maung Tun ...	Pakôkku and Minbu ...	73	45	28	45	28	29	122	151
Maung Taw Pru ...	ditto ...	292	84	208	84	208	24	461	481
Maung Taw Pru ...	Magwe	70	39	31	39	31	50	166	216
Maung Tun ...	do	295	106	189	106	189	52	800	852
Sub-Deputy Inspectors of Schools									
Maung Po Gywe ...	Mergui	28	14	14	2	11	2	20	22
Maung Auk Chin ...	do	33	33	...	4	...	6	...	6
Maung Kyaw Yan...	do	272	123	149	42	90	81	149	230
Maung Po Gywe ...	Toungoo	320	121	199	66	179	114	490	604
Maung Po Ni ...	Tavoy and Mergui ...	325	81	244	5	46	2	50	52
Maung Than ...	Sandoway	365	154	203	27	152	28	228	256

* Twenty-five days in Prome and 23 days in Tharrawaddy. | † Thirty-two days on privilege leave.

42. The work done during the year by the Inspectors of Schools has been good. They have done their best to inspect their circles, to keep the officers under them up to the work, to co-operate fully with the district officers, and in every way to raise the standard of education in every grade. Karen schools in the district need more inspection by the inspectors of schools, especially in the eastern circle.

I am sorry to have to point out that the annual reports both from Upper and Lower Burma were submitted very late, and left much to be desired both as to accuracy and information.

SECTION III.

UNIVERSITY EDUCATION.

43 The Rangoon College is still the only one in the province.

The Baptist Mission College applied in June 1893 to be affiliated to the Calcutta University to the F. A. standard. It begins work as a second grade college from the opening of the session this year.

44. The average number on the rolls and the average attendance in the college during the past two years is as follows :—

AVERAGE NUMBER ON ROLL		AVERAGE DAILY ATTENDANCE.	
1892-93.	1893-94	1892-93.	1893-94.
53	80	48	68

There have been 76 students during the year—15 in the B. A. and 61 in the F. A. classes. This large increase over previous years is due chiefly to the success of the Collegiate school in the Entrance examination of 1893.

45. The law class has been conducted by Mr. Chan Toon. The average number on the rolls monthly during the year has been 13, with an average daily attendance of 13. Arrangements have been made so that students may study in these classes for the B. L. examination of the Calcutta University.

On the 1st April 1893 there were 38 students in the law classes, and during the year 45 were admitted, and on the 31st March 1894 there were 17 on the roll, 66 having discontinued principally on account of the Advocate's examinations held in February 1894 and the intervention of the long vacation which was fixed at this period to suit the examinations. The classes are re-filling, and the number on the roll at the end of last month (April) being 29, the maximum will probably not be so large as in 1893-94 owing to the compulsory qualification in the Burmese language which will deter many from studying law.

The nationality of the students comprises most of the races met with in Rangoon, but the Burmese element is not as prominent as might be desired.

The law school is composed of two classes. The lectures delivered to the senior class are based on subjects and text-books prescribed for the first grade Advocates' examination, and since the re-opening of the class in March last special attention has been paid to the requirements of the B. L. examination of the Calcutta University, and with this object an extra lecture a week has been added to deal with Hindu and Mahomedan laws; lectures on Hindu law have already commenced. The lectures for the junior class are confined purely to the prescribed subjects of the second grade Advocates' examination.

At present the attendance of a certain number of lectures is an alternative qualification for admission to the Advocate's examinations. This, the law lecturer thinks, should be made compulsory as in the B. L. of the Calcutta University, and no student should be admitted to the examination until he has passed a satisfactory test examination to be held annually. Such a rule would have the beneficial effect of inducing students to study law as the test would be on the work of the year and would tend to raise the *status* of the law department and lead to the desirable end of forming a regular law school. The sole object at present is to pass the examinations any how by vigorous cramming.

46. The college presented nine candidates for the B. A. against three last year; none passed.

For the F. A. 26 were presented against 23 last year and nine passed, three in the second and six in the third division, Rose Darlington heading the list. Only three Burmans have passed.

47. Up to the present time no students have been prepared for Honours in the B. A. examination. I have all along advocated a separation between the College proper and the Collegiate school, and I urge it again. Arrangements might then be made for the college to work up to the full extent, F. A., B. A. Honours, and, if possible, M. A. This will give ample work and responsibility to the Principal.

SECTION IV.

SECONDARY EDUCATION—UPPER AND LOWER STANDARDS V to IX (INCLUSIVE).

A.—UPPER SECONDARY.

48. The results of the Entrance examination for the year are not as good as those of last year. Last year 111 went up and 68 passed. This year 123 went up and 43 passed.

As I pointed out, last year was an exceptionally easy one. The failure to get as many passes this year has been, I am sure, not due to the work of the year being worse than that of the year before.

Under the same conditions we should have had a higher percentage this year, and in this opinion I am supported by all the managers who prepared pupils for the examination.

There is a want of uniformity in the test. The result has been disappointing and will tell badly against the numbers in the two colleges for the next year; but it is due to circumstances over which we have no control.

49. I wish we had been able to make a beginning in the direction of having a University for Burma, with a good permanent Board of Examiners and Moderators for our Entrance examination to start with.

Our system of education in the Primary and Lower Secondary stages does not find its natural complement in the Entrance examination of any Indian University. Our Entrance, F. A., and B. A. examinations should be modelled on totally different lines, which, while they in no way lower the standard of efficiency, will be better adapted to the educational system and serve to develope the peculiar needs of the province.

The transition from our VII Standard to the Calcutta Entrance is too great a break in the continuity, even with our VIII Standard intervening. I certainly would be sorry to see our system in any way changed to meet the course of any Indian University.

50. For the VIII Standard 152 candidates presented themselves and 133 passed—a decided increase on last year.

	1892-93.	1893-94.
Presented	130	152
Passed	119	133

51. The following table shows that the demand for education above the Lower Secondary stage is increasing:—

The average monthly attendance during the year.

	1892-93.	1893-94.
IX Standard	249	289
VIII Standard		

52. The results of the 7th Standard show a decided advance —

292 passed in 1892-93, | 412 passed in 1893-94,

only one boy gaining a scholarship last year and 22 qualifying this year.

53. The following statement shows the classification of the Anglo-Vernacular and Indigenous boys' schools in which secondary instruction is given and the number of pupils in attendance during the last two years: —

Classification of schools.	1892-93		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
HIGH ENGLISH—				
Maintained by the Department	2	1,032	2	1,082
Maintained by Municipal Boards	3	734	3	756
Aided under the Grant-in-aid Rules of 1890 ...	7	2,128	6	2,205
Unaided	...	...	...	...
Total ...	12	3,894	11	4,043
MIDDLE ENGLISH—				
Maintained by the Department	...	..	...	...
Maintained by Municipal Boards	13	1,131	11	1,095
Aided under the Grant-in-aid Rules of 1890 ...	31	3,274	39	3,656
Unaided	...	...	...	..
Total ...	48	4,405	50	4,751
MIDDLE VERNACULAR—				
Maintained by the Department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-aid Rules of 1890 ...	...	...	...	...
Aided under the Rules for Indigenous schools ...	20	1,699	103	6,805
Unaided	...	...	...	
Total ...	20	1,699	103	6,805
GRAND TOTAL ...	80	9,998	164	15,599

Details in connection with the above table are given in Section I.

54. The following are the results of the Calcutta University Entrance and of the Provincial VII Standard Examinations for the year under report and the past year 1892-93:—

Class of institution.	1892-93.			1893-94.		
	Entrance, IX Standard.	Middle, VII Standard.	Total.	Entrance, IX Standard.	Middle, VII Standard.	Total.
From public schools under public management ...	50	135	185	24	182	206
From public schools under private management and aided under the Grant-in-aid Rules of 1890.	18	157	175	19	230	249
From public schools under private management and aided under the Indigenous School Rules.	...	27	27	...	22	22
Total ...	68	319	387	43	434	448

55. The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1892-93 and 1893-94 :—

Name of school.	1892-93.				1893-94			
	Division.				*Division.*			
	First.	Second.	Third.	Total.	First.	Second.	Third.	Total.
Rangoon Collegiate school	11	21	8	40	5	4	8	17
Diocesan Boys' High school	...	.	.	...	2	...	1	3
Diocesan Girls' High school	...	...	.	.	1	.	...	1
Akyab High school	..	1	1	2			3	3
Moulmein High school	1	2	...	3	...	2	1	3
Bassein High school		2	1	3	...	...	1	1
Bassein Sgau-Karen High school	...	...	...	...	..	...	2	2
Prome Municipal High school	...	1	1	2	..	...	...	...
St. Paul's Institution, Rangoon	1	4	...	5	...	4	2	6
St. John's College, S P. G., Rangoon ...		...	2	2	...	..	...	.
Baptist College, Rangoon	...	1	...	1	..	3	1	4
Episcopal Methodist Girls' High school, Rangoon	.	2	..	2	...	...	...	..
St. John's Convent, Rangoon	1	1	4	6	...	1	...	1
St. Joseph's Convent, Moulmein	.	...	1	1	...	...	...	...
St. Patrick's school, Moulmein	...	...	...	..	...	...	...	...
St. Joseph's Convent, Mandalay	..	1	...	1	..	...	2	2
Total ...	14	36	18	68	8	14	21	43

St. Paul's High school, Rangoon, has well maintained its position.

St. Patrick's High school, Moulmein, has again failed to secure any passes at all. It is doubtful if this school will continue as a High school.

The Diocesan schools have done very well, three candidates having passed in the First division. The numbers sent up were small, but the success is very creditable. The Diocesan schools under Mr. and Mrs. W. Browne and the late Miss Darling have improved very greatly in work and in tone. The Diocesan girls' school has met with a serious loss in the sad death of Miss Darling.

Prome Municipal High school has failed to pass any pupils this year. This is not creditable. Taken in conjunction with the failure in the first six standards, this shows that much better work must be done before the state of the school can be considered satisfactory.

St. John's Convent, Rangoon, has fallen far below the results of last year.

The Rangoon Collegiate school did not do as well as usual this year.

In the *Akyab* and *Bassein High schools* the results were not satisfactory. The attention of the head masters has been called to them.

The results in the *Baptist College, Rangoon*, and the *Sgau-Karen High school, Bassein*, were creditable. The Baptist College is rapidly coming to the front in every department.

St. John's College, S. P. G., failed to pass any candidates. The High Department has not done well for some time past.

The *Moulmein High school* did well. It suffered a good deal from unavoidable changes in the masters of the High Department.

The *St. Joseph's Convent, Mandalay,* did well.

56. The following tables show the schools from which candidates have been presented for the Entrance and VII Standard examinations respectively and the passes gained during the last two years:—

Division.	District.	Name of school.	1892-93. Entrance, IX Standard.	1892-93. Middle, VII Standard	1892-93. Total.	1893-94. Entrance, IX Standard.	1893-94. Middle, VII Standard.	1893-94. Total.
		Government and Municipal Schools.						
Ara-kan.	Akyab ...	Municipal High school ...	2	8	10	3	16	19
	Kyaukpyu ...	Municipal Middle school ...	...	3	3	...	3	3
	Sandoway ...	Municipal school	...	7	7	...	7	7
Pegu.	Rangoon ...	Collegiate school	40	41	81	17	45	62
	Pegu ...	Municipal school	...		...	...	5	5
	Prome ...	Municipal school	2	14	16	...	17	17
Irra-waddy.	Thôngwa .	Municipal school, Yandoon ...	...	.	...	...	6	6
	Bassein .	Municipal High school ...	3	4	7	1	13	14
	Henzada	Municipal school, Henzada ...	...	4	4	...	4	4
		Municipal school, Myanaung ...	...	4	4	Reduced to IV Standard.		
		Municipal school, Kyangin ...	...	4	4	Reduced to IV Standard.		
Tenas-serim.	Moulmein	Government High school ...	3	11	14	3	22	25
		Government Normal school ...	...	...	...			
	Shwegyin ..	Municipal school		3	3	...	8	8
	Tavoy ...	Municipal school	..	6	6	...	7	7
	Mergui ...	Municipal school	..	1	1	..	3	3
		Total ...	50	110	160	24	156	180
		Registered Aided Schools.						
Arakan.	Akyab ..	St. Anne's Convent	...	1	1	...	2	2
		St. John's school	..	3	3	...	4	4
Pegu	Rangoon	St. John's college	2	26	28	..	50	50
		St. John's convent	6	10	16	1	13	14
		St. Paul's High school	5	18	23	6	17	23
		Episcopal Methodist school ...	2	4	6	..	3	3
		St. Anthony's school	.	...		...	...	..
		Diocesan Girls' school	...	5	5	1	2	3
		Baptist college (Alôn)	1	7	8	4	19	23
		Diocesan Boy's school	..	2	2	3	5	8
		St. Gabriel's school	...	...	...	...	4	4
		Sgau-Karen school	...		...	..	3	3
		Lutheran Mission school ...	...	...	..	...	3	3
		A. B. M. Boys' school (8, Dalhousie street).	...	1	1	...	...	...
		Maduray Pillay's school ..	..	...	...	...	5	5
		St Barnabas' S. P. G. school ...		1	1	...	1	1
	Hanthawaddy...	Burma Boarding school, Insein ...	...	4	4	Abolished.		
Irrawaddy.	Thôngwa ...	A. B. M Karen school, Ma-ubin ...	...	...	...	...	3	3
	Bassein	A. B M Pwo-Karen school ..	...	2	2	...	2	2
		A. B. M Sgau-Karen school ..	...	10	10	2	9	11
	Henzada	A. B M Burmese school ...	...	3	3	...	2	2
		A. B. M Karen school ..	.	3	3	...	5	5
	Thayetmyo ...	St. Andrew's S. P G. school ...	.	3	3	...	8	8
Tenasserim.	Moulmein	St. Joseph's convent	1	7	8	..	5	5
		St. Patrick's school	.	11	11	...	11	11
		St. Augustine's school	..	5	5	..	2	2
		A B. M. Boys' school	...	2	2	..	8	8
		Cantonment school		2	2	..	2	2
		English Girls' High school ...	..	1	1	...	5	5
		St. Mathew's school	...	2	2	Reduced to 4th grade		
		A. B. M Karen school ...	.	...	...	...	3	3
	Toungoo	St. Luke's S P G. school ...	...	6	6	...	8	8
		R. C. M Boys' school	...	3	3	...	1	1
	Tavoy ...	A. B. M. Karen school	...	2	2	..	..	
		Total ...	17	144	161	17	205	222

Division.	District.	Name of school.	1892-93. Entrance, IX Standard.	1892-93. Middle, VII Standard.	1892-93. Total.	1893-94. Entrance, IX Standard.	1893-94. Middle, VII Standard.	1893-94. Total.
		Registered Aided Schools.						
NORTHERN.	Mandalay	A. B. M. Boys' school	...	4	4	...	5	5
		St. Joseph's convent	1	4	5	2	7	9
		S. P. G. Royal Boys' school ...	...	2	2	...	3	3
		E. W. M. Boys' school ...	...	...	...	...	2	2
		R. C. M. Boys' school	...	...	...	...	1	1
	Shwebo ...	All Saints S. P. G. Boys' school ...	...	1	1	...	...	...
SOUTHERN.	Pakókku ...	E. W. M. Boys' school	...	1	1	...	7	7
EASTERN.	Vamèthin ...	A. B. M. Boys' school	...	1	1	...	...	...
		Total ...	1	13	14	2	25	27

Vernacular Schools.

District.	Name of school.	1892-93. Entrance, IX Standard.	1892-93. Middle, VII Standard.	1892-93. Total.	1893-94. Entrance, IX Standard.	1893-94. Middle, VII Standard.	1893-94. Total.
Moulmein	Government Normal school	...	...	...	...	14	14
	A. B. M. Morton Lane Girls' school ...	...	13	13	...	4	4
	Maung Ba O's Lay school, Moulmein ...	...	...	...	...	1	1
Akyab	Maung Hla Paw Zan's school ...	...	1	1	...	...	...
	Government Normal school	...	3	3	Amalgamated with Moulmein High school.		
Tharrawaddy	Maung Tha U's school, Minhla ...	...	1	1	...	...	...
	Maung Naw Tin's school, Kunitywa ...	...	2	2	...	...	...
	Maung Sein's school, Ôkpo	...	5	5	...	8	8
Thayetmyo ...	U Urlatha's school, Allanmyo ...	...	1	1	...	...	...
Toungoo	U Kalasaya's school	...	1	1	...	1	1
	Saya Gwet's school	...	4	4	...	5	5
	Revd. Father Conti's Karen school ...	...	...	...	...	1	1
Prome ...	Maung Aung Dôk's school, Padigôn ...	...	1	1	...	...	...
Shwegyin ...	Maung Po Min's school, Pyuntaza ...	...	1	1	...	...	...
Tavoy	Maung Shwe Zan's school	...	1	1	...	...	...
	A. B. M. Karen Vernacular school ...	...	...	...	...	1	1
	Maung Tha Byu's school	...	1	1	...	...	...
Rangoon	Native Orphanage convent	...	4	4	...	3	3
	A. B. M. Girls' school, Kemmendine ...	...	9	9	...	8	8
	Total ...	...	48	48	...	46	46
Mandalay	U Nanda's school	...	2	2	...	...	...
	Maung Shwe Thin's school	...	1	1	...	...	...
	Maung Tôk's school	...	...	...	...	...	...
	Maung Aung Gyi's school	...	1	1	...	...	...
Bhamo ...	A. B. M. Kachin school	...	...	...	...	...	...
Sagaing	U Thila's school	...	...	...	...	1	1
	U Ayeindama's school	...	...	...	...	...	...
Kyauksè	U Pandi's school	...	...	...	...	...	...
	Maung Nyo's school	...	...	...	...	...	...
Lower Chindwin, Mônywa.	Maung Tu's school	...	...	...	...	1	1
	Total ...	...	4	4	...	2	2
	GRAND TOTAL ...	...	52	52	...	48	48

B.—LOWER SECONDARY.

57. The following statements show the outcome of the year's work in Standards V, VI, and VII in the Anglo-Vernacular and Indigenous schools of the province:—

(*a*) *Government and Municipal Schools* (*Anglo-Vernacular*).

District	Name of school.	1892-93.				1893-94.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab ...	Municipal school ...	19	17	8	44	29	15	16	60
Kyaukpyu ..	Municipal school ..	6	10	3	19	5	4	3	12
Sandoway .	Municipal school ..	10	12	7	29	4	5	7	16
Rangoon ...	Syndicate High school ..	114	66	41	221	101	86	45	232
Pegu ..	Municipal school ..	8	6	..	14	5	5	5	15
Prome ...	Municipal school, Paungdè ...	5	...	...	5	5	...	...	5
	Municipal school, Prome ...	24	28	14	66	17	9	17	43
Thôngwa	Municipal school, Yandoon ..	4	5	...	9	7	2	6	15
	Municipal schoool, Pantanaw	1	..	...	1	1	...	...	1
Bassein ..	Municipal High school ...	20	24	4	48	13	26	13	52
Henzada	Municipal school, Henzada ...	12	7	4	23	9	5	4	18
	Municipal school, Myanaung	4	6	4	14	Reduced to IV.			
	Municipal school, Kyangin ...	4	..	4	8	Reduced to IV			
Moulmein .	Government High school ...	36	19	11	66	48	32	22	102
	Government Normal school ...	...	8	..	8				
Amherst ...	Municipal school, Thatôn ...	8	...	...	8	5	3	.	8
Shwegyin	Municipal school ...	17	10	3	30	18	18	8	44
Tavoy	Municipal school ..	12	6	6	24	4	8	7	19
Mergui	Municipal school ...	5	7	1	13	7	2	3	12
	Total ...	309	231	110	650	278	220	156	654

(*b*) *Registered Aided Schools* (*Anglo-Vernacular*).

District.	Name of school	1892-93				1893-94.			
		V.	VI.	VII.	Total	V.	VI.	VII.	Total
Akyab	St. Anne's Convent ...	1	2	1	4	1	...	2	3
	St. Mark's school ...	Primary school.				1	1	...	2
	St John's school ...	5	1	3	9	6	4	4	14
Rangoon	St. John's College, S.P.G.	73	57	26	156	60	70	50	180
	St. Paul's High school	28	25	18	71	51	19	17	87
	St. John's Convent High school.	17	10	10	37	17	23	13	53
	Episcopal Methodist Girls' High school.	6	4	4	14	7	6	3	16
	St. Anthony's school ...	7	...	...	7	7	3	...	10
	Diocesan Girls' High school	15	2	5	22	10	11	2	23
	Baptist College, Alôn ..	12	18	7	37	23	14	19	56
	A. B. M Boys' and Girls' school (73, Dalhousie street)	5	...	..	5	4	...	..	4
	Diocesan Boys' High school	13	5	2	20	19	14	5	38
	Lutheran Mission school ..	7	1	...	8	5	7	3	15
	A.B.M. Sgau-Karen school	9	7	...	16	28	6	3	37
	Cantonment school ...	6	9	...	15	Reduced to Primary.			
	St. Barnabas' S. P. G., Pazundaung.	10	5	1	16	...	...	1	1
	St Gabriel's S. P. G. ...	9	5	...	14	4	7	4	15
	A. B. M. Union school (73, Dalhousie street).	3	2	1	6	1	2	...	3
	Carried over ...	226	153	78	457	244	187	126	557

(*b*) *Registered Aided Schools* (*Anglo-Vernacular*)—concluded.

District.	Name of school.	1892-93.				1893-94.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
	Brought forward ...	226	153	78	457	244	187	126	557
Rangoon—(*concluded*).	St. Phillip's school (22, Brooking street).	1	...	...	1	2	...	...	2
	Old Convent school ...	7	...	...	7	6	3	...	9
	Maduray Pillay's school ...	New school.				3	8	5	16
	St Mary's S.P.G. school...	Primary school.				2	...	...	2
Hanthawaddy ...	Burma Boarding school, Insein	3	...	4	7	Closed this year.			
Thayetmyo	St. Andrew's S.P.G. school	15	8	3	26	14	12	8	34
	St. Mary's R.C.M. school...	...	...	...	...	2	...	...	2
Tharrawaddy ..	R C. M. school, Gyôbingauk	3	..	...	3	8	2	...	10
Thôngwa	A.B M. Pwo-Karen school, Ma ubin.	6	4	...	10	8	..	3	11
	Anglo-Vernacular school, Ma-ubin.	Primary school.				5	...	...	5
Henzada	A B. M. Burmese school...	3	1	3	7	4	3	2	9
	A. B. M. Karen school ...	12	6	3	21	10	..	5	15
Bassein	St. Peter's Institution ...	Primary school.				5	...	...	5
	A B M. Pwo-Karen school	4	2	2	8	5	5	2	12
	A.B.M. Sgau-Karen school	15	14	10	39	36	11	9	56
Moulmein	St Joseph's Convent school	8	10	7	25	12	7	5	24
	St. Patrick's school ...	26	27	11	64	64	25	11	100
	A. B M Boys' school ...	10	8	2	20	9	7	8	24
	Cantonment school ...	4	1	2	7	8	5	2	15
	St Augustine's S P.G. school	6	9	5	20	23	4	2	29
	English Girls' High school	6	3	1	10	5	7	5	17
	St Mathew's school ...	..	2	2	4	Reduced to Primary grade.			
	Mizpah Hall's school ...	Primary school.				2	1	.	3
	A. B. M. Karen school ...	8	7	...	15	4	3	3	10
Toungoo	St Luke's S. P. G. school...	13	6	6	25	16	4	8	28
	R. C M Boys' school ...	.	...	3	3	5	2	1	8
	A. B M Paku-Karen school	4	...	...	4	5	3	...	8
	A B. M Karen school ...	3	...	2	5	4	...	...	4
	Total ...	383	261	144	788	511	299	205	1,015
Mandalay	A. B M. Boys' school ...	5	7	4	16	6	4	5	15
	St. Joseph's Convent ...	6	3	4	13	5	6	7	18
	E. W M. Boys' school ...	5	2	. .	7	4	3	2	9
	S. P G. Royal school .	2	...	2	4	6	2	3	11
	R C M. Boys' school .	..	1	...	1	..	...	1	1
	Maung Shwe Thin's school	3	3	1	7	6	.	..	6
	A B. M. European and Eurasian Girls.	...	...	...	...	1	...	...	1
	A. B. M. Burmese Girls' ...	...	. .	..	.	1	..	...	1
Shwebo ..	All Saints' S. P. G. school...	4	.	1	5	5	...	...	5
Lower Chindwin, Mônywa.	E. W. M. Boys' school ...	..	...	...	...	...	...	...	...
Sagaing ...	Town school ...	..	...	...	...	3	...	..	3
Pakôkku ...	E. W. M. Boys' school ...	1	8	1	10	4	2	7	13
Yamèthin	St. Joseph's R.C.M. school	1	...	...	1	...	...	...	...
	Railway Mixed school ...	...	1	...	1	2	...	...	2
	A. B. M. school, Pyinmana	5	..	1	6	5	...	..	5
	Total ...	32	25	14	71	48	17	25	90

(c) *Vernacular Schools.*

Township.	Name of school.	1892-93.				1893-94.			
		V.	VI.	VII.	Total.	V.	VI.	VII.	Total.
Akyab	Government Normal school, Akyab.	...	...	3	3	...	...	...	...
	Tun Aung Pyu San for U Gunamezu.	...	...	...	...	1	...	...	1
	La Paw Zan ..	...	1	1	2	3	...	...	3
	La So Pyu	...	...	...	...	10	...	...	10
Sandoway town ...	A. B. M. Chins' school ...	4	...	...	4	5	...	...	5
Southern ...	Maung Pa Taw ...	...	...	...	...	1	...	...	1
Rangoon	Maung Tha U ...	...	...	...	...	3	...	...	3
	Maung Nyein ...	...	...	...	...	1	...	...	1
	Native Orphanage Convent	8	7	4	19	9	7	3	19
	Maung Shwe Tha ...	...	...	...	...	2	...	...	2
	U Thila Wintha ...	2	2	...	4	2	...	...	2
	A. B. M. Burmese Girls' school, Kemmendine.	10	9	9	28	11	10	8	29
	Maung Po Mya ...	3	...	...	3	3	1	...	4
Tuntè	Maung On Gaing ...	...	...	...	...	2	...	...	2
	Maung Pyu Choot ...	...	...	...	...	1	...	...	1
	Maung E	...	...	...	...	4	...	...	4
Pegu town ...	Maung Aung Min ...	3	...	...	3	...	...	...	...
Payagale ...	Maung Po Min ...	...	...	...	...	2	...	...	2
Paunglin	Maung Han Bo ...	...	...	...	...	3	...	...	3
	Maung Tet To ...	...	...	...	...	4	...	...	4
	Maung Ne Win ...	...	...	...	...	3	...	...	3
Letpadan town ...	Maung Po Tun ...	1	...	...	1	2	...	...	2
Sanywe	Maung Po Chon ...	2	...	...	2	...	1	...	1
	Maung Tun Aung ...	4	...	...	4	...	...	...	...
	Maung Tin Gyaw ...	...	...	...	...	4	...	...	4
Gyobingauk ...	Maung Naw Tin ...	...	...	2	2	...	...	...	...
Minhla	Maung Po Myin ...	...	...	...	...	2	...	...	2
	Maung Myat Tha U ...	...	...	1	1	...	...	...	...
	Maung Sein ...	7	6	5	18	3	7	8	18
Thônzè	R. C. M. school ...	1	...	...	1	...	...	...	...
	Maung Tha Nyun ...	2	...	...	2	...	...	...	...
Prome town ...	Maung Hmat ...	7	...	...	7	3	...	...	3
Shwedaung ...	Maung So	2	...	...	2	2	...	...	2
Thegôn ...	Maung Aung Dôk ...	...	...	1	1	7	2	...	9
Yandoon ...	Maung Po Seit ...	...	...	...	...	2	...	...	2
Wakèma ...	Maung Myit Koo ...	2	...	...	2	3	...	...	3
Danubyu	Maung Po	...	...	...	...	2	...	...	2
	Maung Shwe Lon ...	4	...	...	4	3	...	...	3
	Maung Bein	1	...	...	1	1	...	...	1
Bassein town	U Pandi	10	...	...	10	2	3	...	5
	Maung Hmu ...	...	...	...	...	5	...	...	5
Thigwin ...	Maung Shwe Cho ...	2	...	...	2	...	...	...	...
Kangyidaung ...	U Zananda ...	...	...	...	...	1	...	...	1
Henzada town	Maung Po Ka ...	...	...	...	...	3	...	...	3
	Maung Pe ...	...	...	...	...	1	...	...	1
Zalun ...	Maung Hla ...	6	...	...	6	2	...	...	2
Thayetmyo ...	Maung Shwe Nè ...	...	...	...	...	2	...	...	2
Kama	Maung Myat Tha Dun ...	...	...	...	...	2	...	...	2
	Maung Aung Pyo ...	3	...	...	3	...	...	...	...
Allan, Ywataung	U Wilatha ...	...	...	1	1	...	1	...	1
	Carried over ...	84	25	27	136	122	32	19	173

(c) *Vernacular Schools*—concluded.

Township.	Name of school.	1892-93.				1893-94.			
		V	VI.	VII.	Total.	V.	VI.	VII	Total.
	Brought forward ...	84	25	27	136	122	32	19	173
Moulmein	Government Normal school	...	...	...	...		...	14	14
	U Nyanawuntha ...	...	..		...	2	..		2
	Maung Shwe Thaw ...	...	...	...	...	3	2	...	5
	U Pyinyathiri ...	...	...	...	...	3	...	...	3
	Rev. Fairclough ...	1	...	...	1	3	...	..	3
	Maung Bao's school ...	...	...	...	...	...	..	1	1
	U Paduma ...	...	...	..	..	5	...	..	5
	Morton Lane Girls' school	6	12	13	31	4	8	4	16
	Maung Aung Hla ...	1	...	..	1	4	.	...	4
Wagaru ...	Miss S. E. Haswell ..	..	2	...	2	1	..	...	1
Thatôn township...	Maung Tu Law Pan ...	...	..	...		5	2	...	7
Salween, Hlaing-bwe.	Maung Shwe Taw ..	1	..	..	1	4	...	...	4
	Maung Pawmalaw ...	1	..	...	1	...	...	...	...
Shwegyin	Maung Aung Dun ...	...	...	...	...	2	..		2
	Maung Aung Myat ...	2		...	2	...	.	...	...
	Maung Shamwe ..	5	...	1	6	6	3	...	9
Pyintaza ...	Maung Po Min ...	3	4	1	8	...	2	...	2
Toungoo town	U Kelasaya ...	4	3	..	7	5	2	1	8
	Maung Kywet ...	10	11	4	25	6	7	5	18
	Rev. Cochrane	..	...	...	..	2	...	.	2
	Rev. Johnson ...	6	...	..	6	16	7	...	23
	Rev. Father Conti's ...	3	6	..	9	3	3	1	7
Thagaya	Maung Po Loke ..	4	...	...	4	2	..	...	2
Tavoy town	H. Morrow's school ..	10	..	..	10	4	4	1	9
	Maung Thwe Myine ...	3	.	..	3	...		...	...
	Maung Shwe Zan's school	.	...	1	1		...		...
Central ...	Maung Tha Byu ...	4		1	5	2		...	2
	Total ...	148	63	48	259	204	72	46	322
Mandalay	U Nanda's school ..	4	.	2	6	3		...	3
	U Pyinnya's school ...		...	...	.	2	...	...	2
	Maung Tok's school ..	1	...	...	1	.	...	..	...
	Maung Aung Gyi's school	4	..	1	5	.	...	.	..
	Maung Shwe Ngon's school		.	...	..	2			2
Bhamo ...	A B M Kachin school ...	.	...	...	..	2	...	.	2
Shwebo ...	U Nandamyizu's school ..	...	..	...	...	..	...	..	.
Yeu ...	U Thumana's school ...	2	...	..	2	1	2	..	3
Sagaing	U Thuzata's school .	...	...	...	...	...	..		...
	U Thilasaya's school ..	...	...	..	..	...	...	..	...
	U Einda's ...	...	...	...	...	3	...	...	3
	U Adeessa's ...	...	...	..	...	..		...	..
	U Zawana's ...	...	...	...	...	..	...	.	...
	U Yeindama's ..	2	..		2	5	...	...	5
	U Thila's ...	.	...	...	..	5	5	1	11
Lower Chindwin, Mônywa.	U Thuzata's ...	...	.	.	...	..	...	...	...
	Maung Chit Su's ...	...	.	...	...	...	...	...	...
	Maung Po Tu's ...	...	...	...	...	...	...	1	1
Kyauksè	U Pandi's .	..	4	...	4	...	..	..	...
	Maung Nyo's ...	3	..	...	3	...	...	...	...
Meiktila	Abdul Razack's ...	...	...	...	...	...	...	.	...
	U Pandi's ...	...	...	...	...	1	...	...	1
Pyinmana ...	Maung Saung's ...	2	...	...	2	...	...	...	...
Myingyan ...	MaSa Bwin's ...	..	..	...	...	1	...	...	1
	Total ..	18	4	3	25	25	7	2	34

58. Two schools have been reduced to the Primary grade. The Rangoon Collegiate school continues to do satisfactory work, though better results might have been obtained in the VII Standard examination.

The Municipal High school, Akyab, shows progress in the higher standards.

The Municipal school, Yandoon, has done good work during the past year, the results in the VII Standard examination being highly satisfactory.

The Municipal High school, Bassein, did much better in the higher than the lower standards. The results in the VII Standard examination were satisfactory.

The Municipal school, Kyaukpyu, shows a considerable decrease in the number of passes. The staff is weak.

The Municipal school, Pegu, shows a falling off in the passes by Standards V and VI, but it is satisfactory to note that five passes have been gained in the VII Standard.

The Municipal school, Paungdè, shows the same number of passes as last year. The school has not improved.

The Municipal school, Prome, shows a falling off in Standard V and a still larger decrease in Standard VI. This was very largely due to neglect of the English portion of the work. There is an increase of three in the passes by the VII Standard.

In Registered Aided schools the only changes to note are that one school has been closed and two reduced to the Primary grade, while five schools have risen to the Secondary, and one new one has been placed on the list.

As to the results generally, it may be said that on the whole the figures show progress.

In Government and Municipal schools, which were subjected to strict test by the Inspectors, there is a falling off in Standards V and VI of 42 passes, of which a half may be said to arise from two schools having been reduced to the Primary Grade. In Standard VII, however, a gain of 46 passes has been secured.

In the Registered Aided schools in all standards a good increase is shown.

In Standard VII a good increase is shown of 61 passes.

St. John's College, S. P. G., obtained the largest number of passes in Standard VII, over 40 per cent. of those presented passing.

St. John's Convent shows an increase of passes by the VI and VII Standards.

The Diocesan Girls' school shows an increase in passes by Standard VI, but a decrease in those by Standard VII.

The Diocesan Boys' school shows satisfactory progress in all the standards.

The Lutheran Mission school has done well. A slight fall in the 5th Standard passes is amply made up for by the passes in the VI and VII Standards.

St. Gabriel's S. P. G. school, although showing a decrease in Standard V, is satisfactory in other respects.

The Old Convent has this year reached the VII Standard.

Maduray Pillay's school does not show good results in Standards V and VI. The school suffered through mismanagement.

St. Andrew's S. P. G. school, Thayetmyo, has done very good work. Five scholarships in the VII Standard examination fell to this promising school.

The R. C. M. school, Gyobingauk, has done very good work indeed. This school promises well.

The St. Joseph's Convent for girls at Mandalay heads the list by securing 18 passes against 13 last year.

The A. B. M. Boys' school, Mandalay, comes next with 15 passes.

All Saints S. P. G. school, Shwebo, shows steady progress.

The E. W. M. school at Mônywa is steadily growing in numbers and efficiency.

As regards Vernacular VII Standard schools, U Thila's Monastery at Sagaing has produced the best results.

U Nanda's Monastic school at Mandalay has also made steady progress, notwithstanding the persecution to which the Manager has been subjected.

In Yamèthin the R. C. M. school has been ill-supervised and left in the hands of an inadequate staff. Its failure is not surprising, and it has been reduced to the Primary grade.

The Railway school has suffered from an inadequate staff, and its small success in Standard V has been gained at the cost of efficiency in the primary classes. It has been reduced to the Primary grade.

In Pyinmana All Saints S. P. G. school has had no secondary classes this year and will do well to confine its efforts to primary work. The A. B. M. school is carried on with vigour and quite meets the needs of the locality.

59. The Boarding establishments attached to the several Government and Municipal schools are full and well managed and have done much to improve the tone among the pupils. Since the removal of the Akyab Normal school to Moulmein one has been opened in connection with the High school. It began under great difficulties, but is now fairly established and popular.

I hope that the Municipal Committees that have not boarding houses attached to their schools will do their best to supply them.

The Principal of the Rangoon College reports that the Boarding establishment is full and self-supporting. That at Moulmein has lately been enlarged.

60. The following table shows the attendance and expenditure in Government and Aided Boys' schools of Secondary instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	From Government fund.	From all other sources.	Total.
HIGH ENGLISH—							
Maintained by the Department ...	2	1,082	1,109	950	20,990	38,092	59,082
Maintained by Municipal Boards ...	3	756	745	586	18,748	18,721	37,469
Aided under the Grant-in-aid Rules of 1890.	6	2,205	2,109	1,862	21,035	70,186	91,221
Total ...	11	4,043	4,023	3,398	60,773	1,26,999	1,87,772
MIDDLE ENGLISH—							
Maintained by the Department ...	..	...	...	...	...	...	...
Maintained by Municipal Boards ...	11	1,095	1,096	932	33,771	18,234	52,005
Aided under the Grant-in-aid Rules of 1890.	39	3,656	3,643	2,908	19,320	1,15,083	1,34,403
Total ...	50	4,751	4,739	3,840	53,091	1,33,317	1,86,408
MIDDLE VERNACULAR—							
Maintained by the Department ...	...	...	...	...	...	...	...
Maintained by Municipal Boards ...	...	...	...	...	...	...	...
Aided under the Grant-in-aid Rules of 1890.	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	103	6,805	6,805	6,805	36,208	...	36,208
Total ...	103	6,805	6,805	6,805	36,208	...	36,208
GRAND TOTAL ...	164	15,599	15,567	14,043	1,50,072	2,60,316	4,10,388

According to the above figures there is an increase of Rs. 38,696 over the total expenditure on public Secondary schools last year for both Lower and Upper Burma. "Government Funds" have contributed Rs. 14,173 of this and "All other sources" Rs. 24,523. The chief cause for this is the advancement in the number of schools from 80 during the past year to 164 in the year under report. A fuller explanation for the increase is given in Section I of the Report.

SECTION V.

PRIMARY INSTRUCTION.

61. The following statement gives the statistics of Primary schools for the last two years :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed			
					Upper Primary, Standards III and IV.		Lower Primary, Standards I and II.	
	1892-93.	1893-94	1892-93	1893-94	1892-93	1893-94.	1892-93.	1893-94.
Public schools under public management.	21	20	1,973	2,023	738	687	755	702
Public schools under private management	74	79	5,687	6,150	1,390	1,513	2,024	2,014
Indigenous schools. Burmese	4,061	4,172	104,746	109,187	1,947	2,184	13,909	15,519
Indigenous schools. Karen	474	502	14,584	16,233	751	925	3,062	3,608
Indigenous schools. Mahomedan ...	10	27	606	1,137	22	15	121	158
Total	4,640	4,800	127,596	134,730	4,848	5,324	19,871	22,005

Public Schools under public management show a loss of one, the Practising school of the Akyab Normal school having been closed on the amalgamation of that institution with the one in Moulmein.

The attendance has slightly increased.

In passes there is a falling off under both the Upper and Lower Primary Standards.

Public Schools under private management have increased by five; seven new schools were added to the list, namely,—

Baptist College, Alôn, Rangoon,
American Baptist Mission Tamil School, Alôn, Rangoon,
Anglo-Vernacular School, Tuntè, Hanthawaddy,
S. P. G. School, Kyaiklat,
American Baptist Mission School, Danubyu,
American Baptist Mission Chin School, Thayetmyo,
St. Mary's School, Thayetmyo,

while the two following were withdrawn :—

The Methodist Episcopal Telugu School, Rangoon.
The Burma Boarding School, Insein.

Their attendance shows a satisfactory increase.

Indigenous Schools show a marked improvement under all headings, to which all divisions contribute. Pegu division alone shows a small decrease in the I and II standards in Burmese schools.

A.—NON-INDIGENOUS SCHOOLS.

LOWER BURMA.

62. The following paragraphs give details regarding the abovementioned schools.

Arakan Division.

The number of full passes gained was as below :—

Class of institution.	Full passes									
	1892-93.					1893-94				
	Lower Primary.		Upper Primary		Total	Lower Primary		Upper Primary		Total
	I.	II.	III.	IV.		I.	II.	III	IV.	
In Government and Municipal schools.	38	63	87	41	229	49	40	58	61	208
In Registered Aided schools ..	20	15	14	7	56	13	22	17	15	67
Total ..	58	78	101	48	285	62	62	75	76	275

The following are the details for the above schools :—

Government and Municipal Schools.

Division.		District	Name of school.	Full passes 1892-93. Lower Primary I	II	Upper Primary III.	IV.	Total	1893-94. Lower Primary I	II	Upper Primary III	IV	Total
Arakan.	1	Akyab	Government High school	17	27	49	28	121	22	22	37	40	121
	2	Akyab	Government Practising school	5	4	3	.	12	...	.	.	.	..
	3	Kyaukpyu	Municipal school ...	6	20	21	7	54	9	7	13	11	40
	4	Sandoway	Municipal school ...	10	12	14	6	42	18	11	8	10	47
			Total .	38	63	87	41	229	49	40	58	61	208

The following are the figures for the Aided schools :—

Division.		District.	Name of school.	Full passes 1892-93. Lower Primary. I.	II.	Upper Primary. III	IV.	Total.	1893-94 Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Arakan.	1	Akyab	St. Anne's convent ...	6	7	6	2	21	2	6	5	5	18
	2	Akyab	St. John's school ...	8	5	5	4	22	7	9	7	5	28
	3	Akyab	St. Mark's school ...	6	3	3	1	13	4	7	5	5	21
			Total ..	20	15	14	7	56	13	22	17	15	67

The *Government Practising school* has been abolished. The *Government High school, Akyab*, and the *Municipal school, Sandoway*, continue to do satisfactory work.

The *Municipal school, Kyaukpyu*, has not done so well. The discipline might be greatly improved. *St. Mark's school, Akyab*, has not done at all well. It has had great difficulties to contend against during the year.

St. John's school and *St. Anne's Convent* have both done fairly good work.

Pegu Division.

No change has taken place in the number of Government and Municipal Primary schools.

From the list of Registered Aided schools, as mentioned last year, the Kemmendine Girls' school and the native department of the Old Convent have been transferred to the Indigenous school list.

Their places have been taken by Primary Department of the Baptist College, Alôn, the A. B. M. Tamil school, College street (both in Rangoon), and the A. B. M. Mixed school, Tunté.

The number thus remains 32 as before. In Government, Municipal, and Registered schools the total number of full passes was as follows:—

Class of institution.	Full passes.									
	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government Municipal schools	99	171	146	161	577	148	138	150	148	584
In Registered Aided schools ...	505	422	334	313	1,574	516	440	387	285	1,628
Total ...	604	593	480	474	2,151	664	578	537	433	2,212

Government and Municipal schools have gained full passes as below:—

Division.		District.	Name of school.	Full passes.									
				1892-93.					1893-94.				
				Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
				I.	II.	III.	IV.		I.	II.	III.	IV.	
Pegu.	1	Rangoon	Municipal Boys' school...	54	90	98	117	359	83	78	102	118	381
	2	Rangoon	Municipal Girls' school	11	31	9	4	55	29	9	13	3	54
	3	Pegu ...	Municipal school ...	22	24	10	5	61	9	30	20	16	75
	4	Prome	Municipal school, Prome	2	11	16	23	52	16	12	9	6	43
	5	Prome	Municipal school, Paungdè.	7	9	11	7	34	9	7	5	5	26
	6	Prome	Municipal school, Shwedaung.	3	6	2	5	16	2	2	1	...	5
			Total ...	99	171	146	161	577	148	138	150	148	584

Pegu school during the first part of the year under report suffered from inefficient masters, but this was remedied, and the annual examination showed better results. There is still need for improvement.

Prome Municipal school shows more passes in the Lower Primary Department, because last year most of the pupils were promoted at an intermediate examination. The Upper Primary Department shows a large falling off due to inefficient work.

Paungdè school in the Upper Primary Department shows a falling off.

Shwedaung Municipal school shows a large decrease. This is owing to inefficient teachers. The Municipality exercised no supervision during the year under report.

The Municipal Girls' school, Rangoon, should have done better work.

The Primary Department of the Rangoon College school has done good work in the compulsory subjects during the past year, but not a single optional subject has been taught. Considering the size and cost of the staff, this is not satisfactory.

The following are the details of the passes in the Registered schools:—

Division.	District.	Name of school.	Full passes. 1892-93. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.	1893-94. Lower Primary. I.	II.	Upper Primary. III.	IV.	Total.
Pegu. 1	Rangoon	St. Paul's High school ...	78	50	58	59	245	48	58	63	42	211
2		St. John's College, S. P. G.	27	36	48	58	169	38	38	44	80	200
3		Diocesan Boys' school ...	9	18	21	20	68	16	16	26	17	75
4		Diocesan Girls' school ...	8	11	20	12	51	6	10	13	21	50
5		St. John's Convent ...	18	27	20	24	89	32	24	23	21	100
6		Old Convent Anglo-Vernacular school.	20	8	6	6	40	14	8	4	5	31
7		St. Anthony's Tamil school	9	11	10	13	43	26	14	18	2	60
8		St. Gabriel's S. P. G. ...	21	15	4	8	48	28	19	20	7	74
9		Lutheran Mission ...	11	10	7	8	36	15	8	8	4	35
10		A. B. M. Anglo-Vernacular Tamil, 36th street.	5	5	3	...	13	6	3	3	...	12
11		Cantonment Tamil school	12	5	16	...	33	13	11	...	...	24
12		St. Mary's S. P. G. ...	34	19	5	3	61	31	19	16	3	69
13		Episcopal Methodist Anglo-Vernacular Girls' school.	27	18	14	5	64	31	22	18	11	82
14		Episcopal Methodist Mission, Barr street.	8	9	...	...	17	Abolished.				
15		A. B. M. Boys' and Girls', 73, Dalhousie street.	22	6	12	13	53	20	3	4	2	29
16		St. Michael's S. P. G., Kemmendine.	41	24	5	5	75	18	10	9	...	37
17		St. Barnabas' S. P. G., Pazundaung.	22	11	10	7	50	20	26	13	7	66
18		Bishop's Home for Girls ...	4	3	1	...	8	7	6	7	...	20
19		A. B. M. Sgaw-Karen ...	42	52	43	41	178	12	34	14	25	85
20		A. B. M. Union, 73, Dalhousie street.	3	4	...	6	13	...	5	2	...	7
21		A. B. M. Boys', Lammadaw	33	43	12	6	94	48	35	17	1	101
22		St. Phillip's school ..	8	3	1	3	15	4	11	6	1	22
23		Maduray Pillay's school ...	Not examined.					21	7	19	7	54
24		A. B. M. Tamil and Telegu, College street.	New school.					5	1	...	...	6
25		Baptist College, Alôn ...	No Primary Department.					27	17	16	11	71
26		Anglo-Vernacular Railway Tamil, Insein.	12	5	...	...	17	10	8	4	...	22
27	Hanthawaddy.	Burma Boarding school, Insein.	2	2	4	5	13	Abolished.				
28		Anglo-Vernacular Mixed school, Tuntè.	New school.					4	10	...	...	14
29	Tharrawaddy.	R. C. M. school, Gyobingauk.	3	7	3	5	18	5	3	8	11	27
30		A. B. M. school, Zigôn ...	8	5	3	...	16	6	8	8	3	25
31		R. C. M. school, Thônzè ...	14	6	3	3	26	2	4	1	2	9
32		A. B. M. school, Gyobingauk.	4	9	5	3	21	3	2	3	2	10
		Total ...	505	422	334	313	1,574	516	440	387	285	1,628

St. Paul's High school shows a falling off in passes for which the Superintendent does not account. The loss is chiefly in Standard I.

St. Anthony's Tamil school has improved and should gradually recover its old position. There was, however, a signal failure in Standard IV owing to bad teaching and defective supervision.

The *Episcopal Methodist Anglo-Vernacular Girls' school* has done good work and is rising in efficiency.

The *American Baptist Mission Boys' and Girls' (Native) school*, Dalhousie street, has suffered from want of accommodation, imperfect work, and defective supervision.

St. Barnabas' school, Pazundaung, has improved under its new head master. The discipline is far better and, if properly accommodated, the school should become a good one.

American Baptist Mission Union school.—This has suffered greatly from neglect and was indeed almost broken up when it was taken charge of by its present Superintendent, the Reverend Mr. Sharp, an experienced teacher from America, under whom I feel sure it will do well.

St. Philip's school shows some improvement and useful work is being done.

The *Diocesan Boys' school* and the *Diocesan Girls' school* under the control of Mr. Browne and Miss Darling respectively showed great improvement.

St. John's Convent has done good work.

The Old Convent has scarcely maintained its last year's average.

St. Gabriel's school has increased its passes. This school has done very good work.

The *Lutheran Mission school* is in much the same position as last year.

The *American Baptist Mission Tamil school* (36th street) did not do well, chiefly owing to changes in the teaching staff.

Maduray Pillay's school showed very poor results; its probationary period is extended for another year.

The *Burma Boarding school*, Insein, was abolished in December.

The *Anglo-Vernacular school*, Tuntè, was examined for the first time and did fairly, considering the material it had to work with.

The *Roman Catholic Mission school*, Gyobingauk, has done well, having nearly trebled the grant of last year.

The *American Baptist Mission school*, Zigôn, has improved.

The *Roman Catholic Mission school*, Thônzè, suffered greatly owing to epidemics. The school continues to do good work.

The *American Baptist Mission school*, Gyobingauk, has distinctly declined.

The *American Baptist Mission Boys' school*, Lammadaw, has increased in numbers and done very good work.

St. John's College, S. P. G., examined itself for promotions, with satisfactory results.

St. Mary's S. P. G. school should have done better. I hope it will improve under the new head mistress.

St. Michael's school, Kemmendine, has fallen off greatly in numbers during the past year. The percentage of passes was fairly satisfactory, but the accommodation is very poor indeed.

The *American Baptist Mission Sgau-Karen school*, Alôn, has not done well. The staff needs reorganizing and more efficient supervision is necessary.

Irrawaddy Division.

Full passes were gained as below:—

Class of institution.	Full passes									
	1892-93.					1893 94				
	Lower Primary		Upper Primary.			Lower Primary.		Upper Primary.		
	I	II.	III	IV.	Total	I.	II.	III	IV	Total.
In Government and Municipal schools.	116	98	78	64	356	60	82	47	53	242
In Registered Aided schools ...	188	191	138	122	639	151	186	157	107	601
Total ...	304	289	216	186	995	211	268	204	160	843

The following are the figures for each Municipal school :—

Division		District.	Name of school	Full passes 1892-93 Lower Primary I	II	Upper Primary III	IV	Total	1893-94 Lower Primary I	II	Upper Primary III	IV	Total
Irrawaddy	1	Thôngwa	Municipal school, Yandoon	29	20	15	10	74	14	23	16	20	73
	2		Municipal school, Pantanaw	5	6	7	2	20	5	5	5	3	18
	3	Bassein	Municipal school, Bassein	24	28	31	35	118	10	20	4	16	56
	4	Henzada	Municipal school, Henzada	48	28	16	11	103	23	22	15	6	66
	5		Municipal school, Myanaung	9	14	4	5	32	5	3	4	4	16
	6		Municipal school, Kyangin	1	2	5	1	9	3	3	3	4	13
			Total	116	98	78	64	356	60	82	47	53	242

The following are the details of the passes for the Aided schools —

Division		District	Name of school	Full passes 1892-93 Lower Primary I	II	Upper Primary III	IV	Total.	1893-94 Lower Primary I	II	Upper Primary III	IV	Total
Irrawaddy	1	Bassein	A B M Sgau Karen	43	63	50	51	207	21	51	44	33	149
	2		A B M Pwo Karen	13	19	10		42	18	15	18	13	63
	3		St Peter's Institution	12	16	9	7	42	9	2	7	7	25
	4	Thongwa	A B M Pwo Karen, Maubin	12	13	13	11	51	17	16	8	9	50
	5		Anglo Vernacular Town school, Maubin	34	13	5	6	58	4	18	13	5	42
	6		Anglo Vernacular Mixed school, Wakema	14	9			23	6	12	8		26
	7		S P G District school, Kyaiklat	New school					8				8
	8		A B M Mixed school, Danubyu	New school					17	3	1	1	21
	9	Henzada	A B M Karen school	4	20	19	14	57	3	12	18	8	41
	10		A B M Burmese school	16	18	7	8	49	14	9	9	7	39
	11	Thayetmyo	St Andrew's S P G school	38	20	25	19	102	19	24	20	16	80
	12		A B M Chin school	New school					6		4	1	9
	13		St Mary's R C M school	New school					9	8	7	7	31
			Total	188	191	139	122	639	151	186	157	107	601

The *Municipal school*, Bassein, did very badly indeed at the annual examination for promotion. The discipline and cleanliness of the school need taking in hand. A complete re-organization of the staff will shortly be made. The head master has not done his duty in the matter.

The *Municipal school*, Yandoon, has done very good work.

In the *Municipal schools* at Henzada and Myanaung there has been a considerable falling off in the number of passes. The discipline also in the former was bad. The second master who acted for Mr. Gray, when he went on leave, showed himself utterly unable to manage the school.

The *American Baptist Mission Sgau and Pwo Karen schools*, Bassein, did well, the former gaining good results in optional subjects.

The *American Baptist Mission Burmese and Karen schools*, Henzada, did fairly well.

The *American Baptist Mission Chin school*, a new school at Thayetmyo, has made a good beginning and promises well.

The *St. Mary's school*, Thayetmyo, also a new school, shows very creditable results.

Tenasserim Division.

The number of Government and Municipal schools remains as before—five.

Registered Aided schools have decreased by one and are 15 in number, the Anglo-Vernacular school at Daingwunkwin, Moulmein, having been removed from the Inspection list as it failed to conform to the conditions of recognition.

The number of full passes gained was as follows :—

Class of institution.	Full passes.									
	1892-93.					1893-94				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	81	89	85	76	331	91	94	90	80	355
In Registered Grant-in-aid schools	247	223	158	174	802	214	228	217	144	803
Total ...	328	312	243	250	1,133	305	322	307	224	1,158

The passes in the Government and Municipal schools are as follow :—

Division	District	Name of school	Full passes.									
			1892-93					1893-94.				
			Lower Primary.		Upper Primary.		Total.	Lower Primary		Upper Primary		Total
			I.	II.	III	IV.		I	II	III	IV	
Tenasserim 1	Moulmein	High and Normal school	10	25	35	36	106	16	35	29	43	143
Tenasserim 2	Amherst	Municipal school, Thatôn	19	18	9	7	53	8	14	11	6	39
Tenasserim 3	Shwegyin	Municipal school ..	17	10	17	13	63	22	15	24	12	73
Tenasserim 4	Tavoy ..	Municipal school	16	11	10	11	48	13	12	11	8	44
Tenasserim 5	Mergui ...	Municipal school	19	19	14	9	61	12	18	15	11	56
		Total ...	81	89	85	76	331	91	94	90	80	355

The Moulmein High school shows very satisfactory progress in its Primary department. The school at Thatôn has fallen off considerably.

The following are the figures for the Registered schools :—

Division	District.	Name of school.	Full passes									
			1892 93.					1893 94				
			Lower Primary		Upper Primary		Total	Lower Primary.		Upper Primary		Total.
			I.	II	III	IV		I.	II	III	IV	
Tenasserim 1	Moulmein	St Augustine's S. P. G. school ...	15	19	11	25	70	16	13	12	16	57
Tenasserim 2		St Joseph's Convent .	9	21	11	11	52	14	15	14	12	3
Tenasserim 3		St Patrick's R. C. M. school	64	62	43	63	237	50	45	63	35	183
Tenasserim 4		St Mathew's Church of England .	3	1	3	1	8	2	4	3	2	11
Tenasserim 5		English Girls' High school	5	4	10	5	24	10	12	8	6	36
Tenasserim 6		Mizpah Hall	13	3	3	2	21	5	7	6	2	21
Tenasserim 7		A. B. M. Karen school	5	11	9	12	37	8	10	13	10	50
Tenasserim 8		Cantonment school	5	6	6	6	23	6	6	8	4	24
Tenasserim 9		A. B. M. Boys' school	19	19	17	10	65	27	20	11	18	76
Tenasserim 10		Anglo-Vernacular Town school ...	New school not examined yet					Struck off the list				
Tenasserim 11	Toungoo	St Luke's S. P. G. school ...	47	27	13	14	101	28	50	41	16	135
Tenasserim 12		R. C. M. Boys' school	13	15	14	9	50	5	9	16	4	34
Tenasserim 13		St. Joseph's Convent	2	1	1	...	4	8	5	1	.	14
Tenasserim 14		Paku Karen school	25	16	10	8	59	29	15	11	10	65
15	Tavoy .	A. B. M. Karen school	33	18	7	3	51	8	11	10	10	39
		Total ...	247	223	158	171	802	214	228	217	144	803

Considerable fluctuations again occur in the number of passes.

In Moulmein *St. Augustine's school* has suffered from changes in its staff and general want of supervision, owing to the illness of its late Superintendent, the Rev. J. Fairclough.

St Joseph's Convent continues to do very thorough work.

St. Patrick's on its own showing has fallen off It is to be hoped the management will give the state of the school very serious attention; there is something faulty in the school.

St. Mathew's has suffered greatly from want of proper management.

The *English Girls' High school* in its new building is doing well and will continue to improve.

The progress shown in the *Mizpah Hall* A. B. M. Tamil school is disappointing.

The *A. B. M. Karen school* has increased its number of passes.

The *Cantonment school* well maintains its efficiency.

The *A. B. M. Boys' school* is conducted with its wonted success.

In Toungoo *St. Luke's S. P. G. school* has gained more passes on the whole than before. Standard I, however, has not done so well.

The *R. C. M. school* has greatly fallen off, but may improve if its lower classes can be strengthened.

The *Convent* (*St. Joseph's*) shows some improvement.

The *Paku-Karen Anglo-Vernacular school* has done good work and yearly gains strength.

The *Tavoy Karen school* (*A. B. M.*) again shows decreases in passes It is difficult to account for its want of success.

UPPER BURMA.

Northern Division.

The number of full passes gained was as below :—

Class of institution	1892-93.					1893-94				
	Lower Primary		Upper Primary		Total	Lower Primary.		Upper Primary.		Total.
	I.	II	III.	IV.		I.	II.	III	IV.	
In Government and Municipal schools	.	.	.	.	..		..	..		
In Registered Aided schools	69	61	44	36	210	76	92	71	53	292
Total	69	61	44	36	210	76	92	71	53	292

The following are the details for the foregoing schools :—

Division	District	Name of school	Full passes 1892-93					1893-94				
			Lower Primary		Upper Primary.		Total	Lower Primary		Upper Primary		Total
			I.	II	III.	IV		I.	II.	III	IV	
Northern	Mandalay	A B M Boys' school ...	24	9	4	11	48	11	20	11	4	46
		R C M Girls' school .	8	11	6	5	30	11	12	10	7	40
		S P G Royal school .	5	13	12	7	37	13	8	10	12	43
		L W M Boys' school	6	5	4	6	21	7	9	4	5	25
		R C M Boys' school	6	4	5	..	15	..	7	5	1	13
		A B M European Girls'	2	4	2	2	10	2	2	2	5	11
		R C. M Tamil school	...		2	..	2	..	Closed.		..	.
		A B M Burmese Girls' ..	7	8	2	1	18	10	9	10	3	32
		A B M Mixed Infant	..		.	..		.	Closed.			
		Maung Shwe Thin's	.		..	...		18	8	12	7	39
	Shwebo	All Saints S. P. G. ..	11	7	7	4	29	8	17	7	9	41
		Total ..	69	61	44	36	210	76	92	71	53	292

Registered Aided schools are reduced by two in Mandalay town owing to the closing of the R. C. M. Tamil school and the A. B. M. Infant school. The passes in Standards I to IV have appreciably increased, especially in the 3rd and 4th standards. Maung Shwe Thin's school was this year registered and examined under the Anglo-Vernacular Grant-in-aid Rules.

The St. Joseph's Convent school for girls, Mandalay, gained 40 passes as against 30 last year. This institution did very well at the last Anglo-Vernacular 4th Standard examination held in March 1894, and its pupils secured 5 of the 10 scholarships allotted for Mandalay town.

All Saints S. P. G. school, Shwebo, has this year shown great improvement and the passes have risen from 29 to 41. The technical branch of this institution is also progressing satisfactorily.

Central Division.

Passes in the first four standards have risen from 36 to 44.
The number of passes gained was as below.

Class of institution.	1892-93.					1893-94.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary		Total.
	I.	II.	III	IV.		I.	II	III.	IV.	
In Government and Municipal schools.	..	...	...	...	...	...	...	...	...	...
In Registered Aided schools ...	12	12	9	3	36	14	11	10	9	44
Total .	12	12	9	3	36	14	11	10	9	44

The following are the details of passes in the Registered schools :—

Division	District	Name of school	Full passes.									
			1892-93.					1893-94				
			Lower Primary		Upper Primary		Total	Lower Primary		Upper Primary		Total
			I.	II.	III.	IV		I.	II	III.	IV	
Central	Sagaing	R. C. M Mixed, Nabet	1	5	6	1	13	...	.	...	...	
		Town school .	8	2	3	2	15	11	5	4	7	27
	Lower Chindwin	E W M. Boys' school, Mônywa ..	3	5	..	.	8	3	6	6	2	17
		Total ..	12	12	9	3	36	14	11	10	9	44

The number of schools has decreased by one owing to the transfer of the R. C. M. school at Nabet to the Indigenous schools list. It was found that there was little desire for English education in this out-of-the-way place, and the Mission could ill-afford to maintain the necessary staff.

The Town school at Sagaing continues to grow and improve, and the passes have risen from 15 to 27. Seven passed by the 4th Standard as against 2 in the previous year.

The E. W. M. school, at Mônywa, under the Revd. T. Thomas' management, has made great advance, the passes having risen from 8 to 17.

A new school-house has been provided and a competent staff of teachers entertained. This school will no doubt supply a want seriously felt by parents in this out-of-the-way town.

Southern Division.

Registered schools have increased by one. The passes gained are about the same as last year. There are at present no registered Anglo-Vernacular Aided schools in the Magwe or Minbu districts.

The number of full passes gained was as below.

Class of institution.	Full passes.									
	1892-93.					1893 94.				
	Lower Primary		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I	II	III	IV		I	II	III	IV	
In Government and Municipal schools	...	..	...	..	...	..	..	.	...	...
In Registered Aided schools ...	13	13	7	5	38	11	9	11	6	37
Total ..	13	13	7	5	38	11	9	11	6	37

The following are the details of passes in registered schools :—

Division.	District	Name of school.	Full passes									
			1892-93					1893-94				
			Lower Primary		Upper Primary		Total	Lower Primary		Upper Primary		Total.
			I	II	III	IV		I	II	III	IV	
Southern 1	Pakôkku . ..	1 W M Boys' school .	8	10	4	5	27	3	7	9	4	23
Southern 2	Kyauksè	1 W. M Boys' school	5	3	3	.	11	5	1	2	2	10
Southern 3		A B. M school, Myittha .						3	1			4
		Total	13	13	7	5	38	11	9	11	6	37

The passes gained in the E. W. M. school at Pakôkku show a slight falling off, especially in the 1st Standard.

The E. W. M. school at Kyauksè shows no improvement whatever and receives little support from the inhabitants.

The A. B M. Mission opened a small school at Myittha after the withdrawal of the S. P. G. Mission from this sphere of labour. Four pupils passed by the first two standards. It has since been closed.

Eastern Division.

The number of schools on the list has remained the same as last year.

The Burma State Railway school at Yamèthin and the A. B. M. school at Pyinmana show a decrease in the number of passes.

The total passes for the division are about the same as last year.

The number of full passes gained was as below :—

Class of institution.	Full passes									
	1892-93.					1893-94.				
	Lower Primary		Upper Primary		Total.	Lower Primary.		Upper Primary		Total
	I	II	III	IV		I	II	III	IV	
In Government and Municipal schools.	..	..	...	...		...	..	..	...	
In Registered Aided schools ...	17	16	16	11	60	11	24	14	10	59
Total	17	16	16	11	60	11	24	14	10	59

The following are the details for the following schools :—

Division.	District.	Name of school.	Full passes.									
			1892-93.					1893-94				
			Lower Primary.		Upper Primary		Total	Lower Primary		Upper Primary.		Total.
			I.	II.	III	IV.		I.	II	III	IV.	
Eastern.	Meiktila ...	A B. M. Mixed .	1	2	..	.	3	.	2	2	1	5
	Yamè-thin	A. B M. Boys', Pyinmana	9	5	9	5	28	6	9	3	3	21
		All Saints S P G, Pyinmana.	2	3	2	2	9	3	7	3	4	17
		Railway school, Yamèthin	2	...	...	3	5	...	2	...	..	2
		St. Joseph's R. C. M., Yamèthin	3	6	5	1	15	2	4	6	2	14
		Total ...	17	16	16	11	60	11	24	14	10	59

The A. B. M. school at Meiktila has not shown any marked improvement during the year. The Superintendent does not appear to have succeeded in overcoming the opposition shown by the people of Meiktila to this school. This is a matter of regret.

In Pyinmana both schools have suffered from the removal of the Headquarters of the district to Yamèthin. The A. B. M. school is well maintained by the Mission, but changes in the staff have reduced the number of passes. All Saints S. P. G. school has improved. Neither has much prospect of any immediate increase in the attendance, and it is to be regretted that two schools should divide so small a field. One would well meet the wants of the place.

In Yamèthin the Railway school does a certain amount of useful work, but its staff has been quite inadequate to the number of classes maintained. It has accordingly been reduced in grade.

St. Joseph's R. C. M. school has been left too much to itself, and has suffered in consequence. As soon as the Superintendent can give it an adequate share of his attention it should improve.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1894.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school examination (Standards V, VI, & VII). Boys.	Girls.	Upper primary examination (Standards III & IV). Boys.	Girls.	Lower primary examination (Standards I & II). Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic ...	44	21	6	59	1,627	10	1,637	34	1,043	10	1	...	25	...	218	4	...	2,702	120	2,822	432	2,390	...	25	584	...	57·63
		Lay ...	21	4	4	21	900	317	1,217	20	888	317	13	...	70	7	271	93	...	2,712	4,053	6,765	2,670	3,945	150	1	12	...	95·24
		Total ...	65	25	10	80	2,527	327	2,854	54	1,931	327	14	...	95	7	489	97	...	5,414	4,173	9,587	3,102	6,335	150	26	596	...	67·50
	Northern Arakan.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic ...	9	...	5	4	60	...	60	3	39	...	...	...	2	...	11	...	...	587	...	587	75	512	...	1	21	...	75·00
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	9	...	5	4	60	...	60	3	39	...	...	...	2	...	11	...	...	587	...	587	75	512	...	1	21	...	75·00
	Sandoway	Monastic ...	10	13	4	19	319	...	319	6	92	...	...	...	...	...	13	...	...	11	...	11	11		...	13	227	...	31·58
		Lay ...	8	3	2	9	322	85	407	9	322	85	6	...	24	7	98	25	333	608	500	1,441	915	470	56	...	...	...	100·00
		Total ...	18	16	6	28	641	85	726	15	414	85	6	...	24	7	111	25	333	619	500	1,452	926	470	56	13	227	...	53·57
Pegu.	Rangoon Town.	Monastic ...	13	5	...	18	563	...	563	7	244	...	2	...	6	...	71	...	...	...	664	664	334	330	...	11	319	...	38·89
		Lay ...	56	8	5	59	2,359	1,550	3,909	52	2,126	1,398	10	3	151	82	724	406	...	...	12,750	12,750	8,368	4,382	...	7	233	152	88·14
		Total ...	69	13	5	77	2,922	1,550	4,472	59	2,370	1,398	12	3	157	82	795	406	...	...	13,414	13,414	8,702	4,712	...	18	552	152	76·62
	Hanthawaddy	Monastic ...	141	47	28	160	3,621	14	3,635	26	736	14	...	...	8	...	319	3	...	673	...	673	673	...	...	134	2,885	...	16·25
		Lay ...	24	16	2	38	830	579	1,409	26	653	425	6	...	57	5	240	111	...	4,958	...	4,958	2,092	2,866	...	12	177	154	68·42
		Total ...	165	63	30	198	4,451	593	5,044	52	1,389	439	6	...	65	5	559	111	...	5,631	...	5,631	2,765	2,866	...	146	3,062	154	26·26
	Pegu	Monastic ...	190	26	22	188	4,837	11	4,848	47	1,414	11	...	...	4	...	393	1	...	...	...	...	...	...	...	141	3,423	...	25·00
		Lay ...	100	25	23	102	2,177	1,723	3,900	70	1,693	1,351	6	...	49	10	554	374	...	8,701	1,195	9,896	5,153	4,743	...	32	484	372	68·63
		Total ...	290	45	45	290	7,014	1,734	8,748	117	3,107	1,362	6	...	53	10	947	374	...	8,701	1,195	9,896	5,153	4,743	...	173	3,907	372	40·34
	Tharrawaddy	Monastic ...	55	23	6	72	1,946	...	1,946	29	1,002	...	...	...	...	...	345	...	...	1,598	50	1,648	1,288	360	...	43	944	...	40·28
		Lay ...	73	13	28	58	1,509	564	2,073	41	1,196	456	25	...	79	5	415	148	...	5,819	1,311	7,130	4,372	2,712	46	17	313	108	70·69
		Total ...	128	36	34	130	3,455	564	4,019	70	2,198	456	25	...	79	5	760	148	...	7,417	1,361	8,778	5,660	3,072	46	60	1,257	108	53·85
	Prome	Monastic ...	226	40	23	243	6,589	...	6,589	24	818	...	...	...	...	...	119	...	...	210	78	288	188	100	...	219	5,771	...	9·88
		Lay ...	35	9	10	34	992	402	1,394	21	773	254	14	...	110	6	318	121	460	2,001	7,354	9,815	4,405	5,410	...	13	219	148	61·76
		Total ...	261	49	33	277	7,581	402	7,983	45	1,591	254	14	...	110	6	437	121	460	2,211	7,432	10,103	4,593	5,510	...	232	5,990	148	16·25
Irrawaddy.	Bassein	Monastic ...	143	19	11	151	3,250	...	3,250	18	687	...	6	...	59	...	246	...	...	1,806	1,469	3,275	1,085	2,190	...	133	2,563	...	11·92
		Lay ...	37	9	7	39	1,943	452	1,495	28	852	331	5	...	84	14	386	116	...	2,707	2,495	5,202	2,473	2,729	...	11	191	121	71·79
		Total ...	180	28	18	190	4,293	452	4,745	46	1,539	331	11	...	143	14	632	116	...	4,513	3,964	8,477	3,558	4,919	...	144	2,754	121	24·21
	Thôngwa	Monastic ...	244	41	24	261	5,831	...	5,831	33	1,376	...	...	...	4	...	324	...	...	688	...	688	688	...	...	226	4,455	...	13·41
		Lay ...	76	20	20	76	2,134	1,126	3,260	53	1,800	907	2	...	91	8	657	305	...	7,226	2,876	10,102	5,196	4,876	30	23	334	219	69·74
		Total ...	320	61	44	337	7,965	1,126	9,091	88	3,176	907	2	...	95	8	981	305	...	7,914	2,876	10,790	5,884	4,876	30	249	4,789	219	26·11

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1894—concluded.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Number of pupils who have passed. Middle school examination (Standards V, VI, & VII.) Boys.	Girls.	Upper Primary examination (Standards III & IV.) Boys.	Girls.	Lower Primary examination (Standards I & II.) Boys.	Girls.	Direct expenditure from public funds. Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23. Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance. Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—concld.	Henzada	Monastic	68	14	...	82	2,813	...	2,813	34	1,371	...	...	...	47	...	535	...	...	2,473	842	3,265	1,701	1,485	79	48	1,442	...	41·46
		Lay	42	8	12	38	1,016	430	1,446	27	822	352	4	...	81	7	352	136	...	2,915	4,960	7,875	2,950	4,925	...	11	194	78	71·05
		Total	110	22	12	120	3,829	430	4,259	61	2,193	352	4	...	128	7	887	136	...	5,338	5,802	11,140	4,651	6,410	79	59	1,636	78	50·83
	Thayetmyo	Monastic	96	43	38	101	2,479	...	2,479	13	471	...	1	...	19	...	124	...	...	508	718	1,226	406	820	...	88	2,008	...	12·87
		Lay	22	7	3	26	580	320	900	17	447	236	3	1	28	1	106	57	...	2,239	1,268	3,507	1,148	2,359	...	9	133	84	65·38
		Total	118	50	41	127	3,059	320	3,379	30	918	236	4	1	47	1	230	57	...	2,747	1,986	4,733	1,554	3,179	...	97	2,141	84	23·62
Tenasserim.	Moulmein town.	Monastic	6	17	...	23	746	...	746	14	368	...	10	...	57	...	213	...	1,394	...	...	1,394	714	680	...	9	178	...	60·87
		Lay	22	11	1	32	1,017	575	1,592	29	961	558	9	15	62	26	344	176	4,582	...	...	4,582	3,352	1,230	...	3	56	17	90·62
		Total	28	28	1	55	1,763	575	2,338	43	1,329	558	19	15	119	26	557	176	5,976	...	...	5,976	4,066	1,910	...	12	234	17	78·18
	Amherst	Monastic	27	12	3	36	1,547	...	1,547	30	1,360	...	...	...	40	...	344	...	...	3,349	122	3,471	1,311	2,160	...	6	187	...	83·33
		Lay	17	9	6	20	513	338	851	17	474	298	1	...	20	5	131	58	...	2,164	674	2,838	1,338	1,500	...	3	39	40	85·00
		Total	44	21	9	56	2,060	338	2,398	47	1,834	298	1	...	60	5	475	58	...	5,513	796	6,309	2,649	3,660	...	9	226	40	83·93
	Tavoy	Monastic	4	...	...	4	264	...	264	4	264	...	...	...	6	...	84	...	...	811	...	811	316	495	...	...	...	...	100·00
		Lay	19	4	5	18	416	250	666	18	416	250	10	...	20	5	147	68	977	1,998	2,098	5,073	3,191	1,882	...	...	...	...	100·00
		Total	23	4	5	22	680	250	930	22	680	250	10	...	26	5	231	68	977	2,809	2,098	5,884	3,507	2,377	...	...	...	...	100·00
	Mergui	Monastic	3	6	1	8	351	...	351	8	351	...	...	...	3	...	57	...	...	...	89	89	89	...	...	...	...	...	100·00
		Lay	6	1	1	6	175	143	318	6	175	143	...	...	23	10	74	65	...	438	1,149	1,587	1,077	510	...	...	...	...	100·00
		Total	9	7	2	14	526	143	669	14	526	143	...	...	26	10	131	65	...	438	1,238	1,676	1,166	510	...	...	...	...	100·00
	Shwegyin	Monastic	49	10	2	57	2,216	...	2,216	18	843	...	...	...	49	...	263	...	...	1,315	439	1,654	1,354	300	...	39	1,373	...	31·58
		Lay	29	21	7	43	1,352	657	2,009	24	909	373	4	...	85	6	276	118	...	2,976	2,830	5,806	3,407	2,299	100	19	443	284	55·81
		Total	78	31	9	100	3,568	657	4,225	42	1,752	373	4	...	134	6	541	118	...	4,191	3,269	7,460	4,761	2,599	100	58	1,816	284	47·00
	Toungoo	Monastic	71	3	55	19	732	13	745	19	732	13	8	...	24	...	220	10	...	192	554	746	506	240	...	...	...	...	100·00
		Lay	6	5	2	9	463	199	662	9	463	199	19	3	38	5	166	47	...	1,079	2,079	3,158	828	2,230	100	...	...	...	100·00
		Total	77	8	57	28	1,195	212	1,407	28	1,195	212	27	3	62	5	386	57	...	1,271	2,633	3,904	1,334	2,470	100	...	...	...	100·00
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1893-94	Monastic	1,399	334	228	1,505	39,791	48	39,839	369	13,411	48	28	...	353	...	3,901	18	1,394	16,773	5,145	23,312	11,171	12,062	79	1,136	26,380	...	24·52
		Lay	594	173	139	628	17,798	9,710	27,508	467	14,970	7,923	137	59	1,072	209	5,259	2,424	6,352	48,541	47,592	102,485	52,935	49,068	482	161	2,828	1,777	74·36
		Total	1,993	507	367	2,133	57,589	9,758	67,347	836	28,381	7,981	165	59	1,425	209	9,160	2,442	7,746	65,314	52,737	125,797	64,106	61,130	561	1,297	29,208	1,777	39·19
	...		2,215	512	734	1,993	53,184	9,180	62,373	752	25,822	7,874	117	8	1,361	156	8,078	2,361	6,266	60,110	52,358	1,18,734	52,933	65,468	333	1,241	27,362	1,315	37·73
	For 1892-93 For 1893-94	Increase	...	...	...	140	4,405	599	4,974	84	2,559	107	48	51	64	53	1,082	81	1,480	5,204	379	7,063	11,173	...	228	56	1,846	462	1·46
		Decrease	222	5	367	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,338	...	...	...	...	...

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	Schools under inspection. Number of institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic ...	10	..	...	10	198	...	198	...	...	..
		Lay ...	45	1	...	46	1,101	390	1,491	28	791	296
		Total ...	55	1	...	56	1,299	390	1,689	28	791	296
	Pegu	Monastic ...	3	...	...	3	74		74	...	...	....
		Lay ...	36	2	2	36	770	410	1,180	21	530	320
		Total ...	39	2	2	39	844	410	1,254	21	530	320
	Tharrawaddy	Monastic ...	1	...	...	1	30	...	30	...	...	...
		Lay ...	26	1	..	27	716	253	969	19	543	225
		Total ...	27	1	...	28	746	253	999	19	543	225
Irrawaddy.	Bassein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	111	13	6	118	3,087	1,411	3,498	95	1,805	1,222
		Total ...	111	13	6	118	3,087	1,411	3,498	95	1,805	1,222
	Thôngwa	Monastic ...	2	...	...	2	34	...	34	...	...	...
		Lay ...	94	18	5	107	2,124	1,339	3,463	69	1,533	940
		Total ...	96	18	5	109	2,158	1,339	3,497	69	1,533	940
	Henzada	Monastic ...	1	...	...	1	39	...	39	1	39	...
		Lay ...	43	2	1	44	817	665	1,482	37	689	585
		Total ...	44	2	1	45	856	665	1,521	38	728	585
Tenasserim.	Amherst	Monastic ...	21	1	3	19	814	...	814	18	796	...
		Lay ...	23	10	1	32	685	370	1,055	31	666	366
		Total ...	44	11	4	51	1,499	370	1,869	49	1,462	366
	Tavoy	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	3	...	...	3	56	49	105	3	56	49
		Total ...	3	...	...	3	56	49	105	3	56	49
	Mergui	Monastic ...	1	...	...	1	20	...	20	...	...	...
		Lay ...	9	1	1	9	111	118	229	9	111	118
		Total ...	10	1	1	10	131	118	249	9	111	118
	Shwegyin	Monastic ...	...	...	...	..	...	...	...	...	...	...
		Lay ...	13	...	6	7	223	128	351	7	223	128
		Total ...	13	...	6	7	223	128	351	7	223	128
	Toungoo	Monastic ...	..	...	...	...	...	...	...	...	...	...
		Lay ...	30	13	8	35	885	451	1,336	35	885	451
		Total ...	30	13	8	35	885	451	1,336	35	885	451
	Salween	Monastic ...	...	...	...	...	...	...	..	...	...	...
		Lay ...	2	...	1	1	13	10	23	1	13	10
		Total ...	2	...	1	1	13	10	23	1	13	10
	For 1893-94	Monastic ...	39	1	3	37	1,209	...	1,209	19	835	...
		Lay ...	435	61	31	465	9,588	5,594	15,182	355	7,845	4,710
		Total ...	474	62	34	502	10,797	5,594	16,391	374	8,680	4,710
	For 1892-93 ...	.....	457	62	45	474	9,939	4,783	14,722	356	8,159	4,099
	For 1893-94	Increase ...	17	..	...	28	858	811	1,669	18	521	611
		Decrease ...	...	...	11	...	...	...	...	...	...	...

Statistical Summary of Mahomedan Schools

Arakan.	Akyab	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	6	6	4	8	295	46	341	5	201	37
		Total ...	6	6	4	8	295	46	341	5	201	37
Pegu	Rangoon Town	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	2	...	1	1	89	23	112	1	89	23
		Total ...	2	...	1	1	89	23	112	1	89	23
Tenasserim.	Moulmein	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	7	...	7	260	98	358	...	...	...
		Total ...	...	7	...	7	260	98	358	...	...	...
	For 1893-94	Monastic ...	...	...	...	...	...	...	...	...	...	...
		Lay ...	8	13	5	16	644	167	811	6	290	60
		Total ...	8	13	5	16	644	167	811	6	290	60
	For 1892-93 ...	.....	7	2	1	8	372	74	446	6	332	74
	For 1893-94	Increase ...	1	11	4	8	272	93	365	...	...	...
		Decrease ...	...	...	...	...	...	...	...	...	42	14

for the official year ending 31st March 1894.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
Number of pupils who have passed						Direct expenditure from public funds.								Attendance.		
Middle school examination (Standards V, VI, & VII).		Upper Primary examination (Standards III & IV).		Lower Primary Examination (Standards I & II).						Detail of amount in column 23.						Percentage of aided schools to total aided and unaided schools.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	...	10	198	...	...
1	...	73	19	206	72	...	5,813	...	5,813	2,453	3,360	...	18	310	94	66·87
1	...	73	19	206	72	...	5,813	...	5,813	2,453	3,360	...	28	508	94	50·00
...	...	...	...	...	...	...	...	...	...	...	...	...	3	74	...	...
4	2	78	40	173	93	...	4,595	...	4,595	2,435	2,160	...	15	240	90	58·33
4	2	78	40	173	93	...	4,595	...	4,595	2,435	2,160	...	18	314	90	53·85
...	...	...	...	...	...	...	...	...	...	...	...	...	1	30	...	...
3	1	43	38	120	62	...	3,382	...	3,382	1,774	1,608	...	8	173	28	70·37
3	1	43	38	120	62	...	3,382	...	3,382	1,774	1,608	...	9	203	28	67·86
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	123	71	447	262	...	10,456	...	10,456	4,948	5,508	...	23	282	189	80·51
...	...	123	71	447	262	...	10,456	...	10,456	4,948	5,508	...	23	282	189	80·51
...	...	...	...	...	...	...	...	...	...	...	...	...	2	34	...	...
6	3	94	27	563	274	...	10,736	...	10,736	4,670	6,066	...	38	591	399	64·49
6	3	94	27	563	274	...	10,736	...	10,736	4,670	6,066	...	40	625	399	63·36
...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	100·00
2	...	67	29	258	171	...	3,945	...	3,945	2,121	1,824	...	7	128	80	84·09
2	...	67	29	260	171	...	3,945	...	3,945	2,121	1,824	...	7	128	80	84·44
...	...	4	...	65	...	...	333	95	428	380	48	...	1	18	...	94·74
7	4	50	17	209	97	...	3,710	118	3,828	2,463	1,360	...	1	19	4	96·87
7	4	54	17	274	97	...	4,043	213	4,256	2,848	1,408	...	2	37	4	96·08
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	10	11	...	72	220	292	72	220	...	...	...	...	100·00
1	...	...	...	10	11	...	72	220	292	72	220	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	1	20	...	...
...	...	3	3	31	38	...	800	...	800	368	432	...	...	...	...	100·00
...	...	3	3	31	38	...	800	...	800	368	432	...	1	20	...	90·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	...	24	9	61	36	...	433	514	947	803	144	...	...	...	...	100·00
9	...	24	9	61	36	...	433	514	947	803	144	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	5	89	24	223	118	...	2,099	1,448	3,547	2,107	1,440	...	...	...	...	100·00
25	5	89	24	223	118	...	2,099	1,448	3,547	2,107	1,440	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	2	...	...	...	...	...	...	...	...	...		100·00
...	...	...	...	4	2	...	...	...	...	...	...	...	...	...		100·00
...	...	4	...	67	...	...	333	95	428	380	48	...	18	374	..	51·35
58	15	644	277	2,305	1,236	...	46,041	2,300	48,341	24,219	24,122	...	110	1,743	884	76·34
58	15	648	277	2,372	1,236	...	46,374	2,395	48,769	24,599	24,170	...	128	2,117	884	74·50
21	3	538	213	2,176	886	...	42,612	2,752	44,764	19,527	25,237	...	116	1,780	684	75·11
37	12	110	64	196	350	...	4,362	...	4,005	3,072	...	...	10	337	200	...
...	...	...	...	...	...	...	...	357	...	...	1,067	...	...	...	...	66·61

for the official year ending 31st March 1894.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	40	1	...	768	...	768	24	744	...	3	94	9	62·50
...	...	1	...	40	1	...	768	...	768	24	744	...	3	94	9	62·50
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	...	45	11	...	...	195	195	195	...	...	...	...	...	100·00
...	...	3	...	45	11	...	...	195	195	195	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	7	260	98	...
...	...	...	...	...	...	...	...	...	...	...	...	...	7	260	98	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	85	12	...	768	195	963	219	744	...	10	354	107	37·50
...	...	4	...	85	12	...	768	195	963	219	744	...	10	354	107	37·50
...	...	9	...	51	5	...	726	77	803	203	600	...	3	40	...	75·00
...	...	5	...	34	7	...	42	118	160	16	144	...	8	314	107	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37·5

Statistical Summary of Indigenous Burmese Schools

Division.	District.	Class of institution.	Schools under inspection. Number of Institutions. At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance. Boys.	Girls.	Total.	Number of schools.	Aided Attendance. Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Northern.	Mandalay Town	Monastic ...	107	57	23	141	2,588	8	2,596	14	374	8
		Lay ...	76	25	13	88	1,655	1,558	3,213	46	1,200	1,110
		Total ...	183	82	36	229*	4,243	1,566	5,809	60	1,574	1,118
	Mandalay District	Monastic ...	40	3	9	34	650	6	656	7	191	...
		Lay ...	17	4	2	19	184	224	408	13	180	211
		Total ...	57	7	11	53	834	230	1,064	20	371	211
	Bhamo	Monastic ...	37	2	28	11	189	...	189	9	171	...
		Lay ...	3	9	...	12	80	112	192	5	64	52
		Total ...	40	11	28	23†	269	112	381	14	235	52
	Katha	Monastic ...	38	1	35	4	97	...	97	4	97	...
		Lay ...	1	4	...	5	39	44	83	2	30	30
		Total ...	39	5	35	9	136	44	180	6	127	30
	Ruby Mines	Monastic ...	14	...	14	...	...	...	...	...	...	...
		Lay ...	2	6	...	8	51	82	133	8	51	82
		Total ...	16	6	14	8	51	82	133	8	51	82
	Shwebo	Monastic ...	51	34	17	68	1,175	...	1,175	10	185	...
		Lay ...	14	...	2	12	100	176	276	11	100	162
		Total ...	65	34	19	80	1,275	176	1,451	21	285	162
Central.	Ye-u	Monastic ...	72	...	42	30	570	...	570	3	90	...
		Lay ...	2	...	2	...	...	...	...	...	...	...
		Total ...	74	...	44	30	570	...	570	3	90	...
	Sagaing	Monastic ...	177	1	153	25	573	...	573	11	327	...
		Lay ...	42	6	26	22	230	306	536	15	173	236
		Total ...	219	7	179	47	803	306	1,109	26	500	236
	Lower Chindwin	Monastic ...	130	6	4	132	2,416	...	2,416	11	291	...
		Lay ...	29	11	...	40	336	552	888	23	227	361
		Total ...	159	17	4	172	2,752	552	3,304	34	518	361
	Upper Chindwin	Monastic ...	86	17	14	89	1,482	...	1,482	1	14	
		Lay ...	5	1	1	5	59	40	99	3	45	27
		Total ...	91	18	15	94	1,541	40	1,581	4	59	27
Southern.	Pakôkku	Monastic ...	134	69	48	155	2,678	...	2,678	24	544	...
		Lay ...	15	...	2	13	169	138	307	7	105	83
		Total ...	149	69	50	168	2,847	138	2,985	31	649	83
	Minbu	Monastic ...	173	79	60	192	3,620	...	3,620	28	527	...
		Lay ...	13	6	4	15	158	212	370	7	97	107
		Total ...	186	85	64	207	3,778	212	3,990	35	674	107
	Magwe	Monastic ...	90	38	23	105	2,174	...	2,174	16	448	...
		Lay ...	10	6	...	16	314	194	508	11	242	142
		Total ...	100	44	23	121	2,488	194	2,682	27	690	142
Eastern.	Kyaukse	Monastic ...	19	3	2	20	405	...	405	12	303	...
		Lay ...	15	...	2	13	188	179	367	12	188	162
		Total ...	34	3	4	33	593	179	772	24	491	162
	Meiktila	Monastic ...	101	6	6	101	2,129	...	2,129	30	1,153	...
		Lay ...	13	6	1	18	124	345	469	16	122	322
		Total ...	114	12	7	119	2,253	345	2,598	55	1,277	322
	Yamèthin	Monastic ...	281	140	19	402	9,526	...	9,526	35	1,052	...
		Lay ...	21	8	...	29	485	373	858	11	254	247
		Total ...	302	148	19	431	10,011	373	10,384	46	1,306	247
	Myingyan	Monastic ...	202	...	23	179	2,502	...	2,502	24	569	...
		Lay ...	38	14	8	44	315	641	956	27	254	432
		Total ...	240	14	31	223	2,817	641	3,458	51	823	432
	For 1893-94	Monastic ...	1,752	455	520	1,688	32,774	14	32,788	248	6,388	8
		Lay ...	316	106	63	359	4,487	5,176	9,663	217	3,332	3,766
		Total ...	2,068	562	583	2,047	37,261	5,190	42,451	465	9,720	3,774
	For 1892-93 ...	.....	3,371	860	2,163	2,068	37,624	5,176	42,800	503	10,071	3,631
		Increase ...	...	...	...	...	...	14	...	...	...	143
		Decrease ...	1,303	298	1,580	21	363	...	349	38	351	...

* Mandalay Town includes three
† Bhamo includes one aided
‡ Yamèthin includes eight aided

for the year ending the 31st March 1894.

INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED.						DIRECT EXPENDITURE FROM PUBLIC FUNDS								ATTENDANCE.		
Middle School examinations (Standards V, VI, and VII).		Upper Primary examinations (Standards III, and IV).		Lower Primary examinations (Standards I and II).		Provincial funds.	Local Cess funds.	Municipal funds.	Total.	Detail of amount in column 23.			Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					Results-grants.	Salary-grants.	Miscellaneous.				
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
5	...	35	...	142	2	1,885	...	...	1,885	660	1,225	...	127	2,214	...	9·93
2	...	78	74	388	362	4,513	...	...	4,513	3,233	1,280	...	42	455	448	52·37
7	...	113	74	530	364	6,398	...	...	6,398	3,893	2,505	...	169	2,669	448	26·20
...	...	...	...	43	...	85	...	...	85	85	...	...	27	459	6	20·59
...	...	13	3	58	79	1,575	...	...	1,575	414	1,161	...	6	4	13	68·42
...	...	13	3	101	79	1,660	...	...	1,660	499	1,161	...	33	463	19	37·74
...	...	4	...	34	...	246	...	...	246	246	...	...	2	18	...	81·82
2	...	5	10	20	18	297	...	...	297	64	233	...	7	16	60	41·67
2	...	9	10	54	18	543	...	...	543	310	233	...	9	34	60	60·87
...	...	...	...	10	...	36	...	...	36	36	...	...	...	...	...	100·00
...	...	...	2	11	9	555	...	...	555	43	480	32	3	9	14	40·00
...	...	...	2	21	9	591	...	...	591	79	480	32	3	9	14	66·67
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	4	345	...	...	345	45	300	...	...	...	...	100·00
...	...	...	...	3	4	345	...	...	345	45	300	...	...	...	...	100·00
...	...	12	...	61	...	164	...	...	164	164	...	...	58	990	...	14·71
...	...	2	8	24	52	993	...	...	993	303	690	...	1	...	14	91·67
...	...	14	8	85	52	1,157	...	...	1,157	467	690	...	59	990	14	26·25
3	...	8	...	24	...	1,254	...	...	1,254	299	955	...	27	480	...	10·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	8	...	24	...	1,254	...	...	1,254	299	955	...	27	480	...	10·00
14	...	80	...	116	...	3,017	...	...	3,017	1,118	1,899	...	14	246	...	44·00
...	...	6	5	37	73	1,207	...	...	1,207	384	823	...	7	57	70	68·18
14	...	86	5	153	73	4,224	...	...	4,224	1,502	2,722	...	21	303	70	55·32
...	...	12	...	86	...	711	...	...	711	276	435	...	121	2,125	...	8·33
1	...	14	10	91	117	2,334	...	...	2,334	919	1,415	...	17	109	191	57·50
1	...	26	10	177	117	3,045	...	...	3,045	1,195	1,850	...	138	2,234	191	19·76
...	...	...	...	4	...	255	...	...	255	105	150	...	88	1,468	...	1·12
...	...	...	...	21	8	679	...	...	679	89	590	...	2	14	13	60·00
...	...	...	...	25	8	934	...	...	934	194	740	...	90	1,482	13	4·26
...	...	2	...	117	...	182	...	...	182	182	...	...	131	2,134	...	18·48
...	...	14	1	34	27	415	...	...	415	195	220	...	6	64	55	53·85
...	...	16	1	151	27	597	...	...	597	377	220	...	137	2,198	55	18·45
...	...	...	...	154	...	644	...	...	644	164	480	...	164	3,043	...	14·38
...	...	3	1	33	38	617	...	...	617	267	350	...	8	61	105	46·67
...	...	3	1	187	38	1,261	...	...	1,261	431	830	...	172	3,104	105	16·91
...	...	...	...	112	...	541	...	...	541	541	...	...	89	1,726	...	13·24
...	...	12	2	117	67	2,248	...	...	2,248	1,008	1,240	...	5	72	52	68·75
...	...	12	2	229	67	2,789	...	...	2,789	1,549	1,240	...	94	1,798	52	22·31
...	...	22	...	85	...	230	...	...	230	160	70	...	8	102	...	60·00
...	...	10	...	74	51	1,044	...	...	1,044	338	706	...	1	...	17	92·31
...	...	32	...	159	51	1,274	...	...	1,274	498	776	...	9	102	17	72·73
1	...	38	...	301	...	825	...	...	825	735	90	...	62	974	...	36·61
...	...	8	11	41	88	551	...	...	551	321	230	...	2	3	23	88·89
1	...	46	11	342	88	1,376	...	...	1,376	1,056	320	...	64	976	23	46·22
...	...	9	...	168	...	201	...	...	201	161	40	...	367	8,474	...	8·71
7	...	15	7	100	97	1,833	...	...	1,833	343	1,490	...	18	231	126	37·93
7	...	24	7	268	97	2,034	...	...	2,034	504	1,530	...	385	8,705	126	10·67
...	...	1	...	163	...	322	...	...	322	322	...	...	155	1,933	...	13·41
1	...	11	13	76	138	1,409	...	...	1,409	604	805	...	17	61	209	61·36
1	...	12	13	239	138	1,731	...	...	1,731	926	805	...	172	1,994	209	22·87
23	...	223	...	1,629	2	10,598	...	...	10,598	5,254	5,344	...	1,440	26,386	6	14·69
13	...	191	147	1,128	1,228	20,615	...	...	20,615	8,570	12,013	32	142	1,155	1,410	60·45
36	...	414	147	2,743	1,230	31,213	...	...	31,213	13,824	17,357	32	1,582	27,541	1,416	22·72
40	1	364	66	2,485	935	39,342	...	...	39,342	20,741	18,601	...	1,555	27,553	1,545	24·32
...	...	50	81	263	245	...	...	...	...	...	...	32	17	...	...	...
4	1	...	...	...	...	8,129	...	...	8,129	6,917	1,244	...	...	12	129	1·60

aided Mahomedan schools with 161 pupils.
Kachin school with 33 pupils.
Mahomedan schools with 165 pupils.

B.—Indigenous Schools.

63. The following are the leading statistics for the two years :—

Description.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Burmese	4,061	105,173	4,172	109,633
Karen	474	14,722	502	16,391
Mahomedan	10	606	27	1,137
Total ...	4,545	120,501	4,701	127,161

64. Full passes were as follows :—

Description	1892-93.		1893 94		Total.	
	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.	Upper Primary.	Lower Primary.
Burmese	1,947	13,909	2,184	15,519	4,131	29,428
Karen	751	3,062	925	3,608	1,676	6,670
Mahomedan	22	121	15	158	37	279
Total ..	2,720	17,092	3,124	19,285	5,844	36,377

65. The various forms of aid to Indigenous schools remain the same, namely :—

(*a*) *Results-grants system.*—This is the mainstay of all Vernacular schools and the increasing amount earned is a good indication that education is improving. As Certificated Managers increase, the amount payable under this head will also increase.

Monastic schools have not availed themselves to any great extent of the extension of this system to their schools. As indicated in an earlier section they find arithmetic an insurmountable obstacle.

(*b*) *The salary-grant system.*—There is a disposition on the part of Certificated Teachers to consider themselves a permanent charge in the Department. They exhibit the greatest reluctance to establish schools of their own, chiefly because it means a decrease in pay.

Certificated Managers are increasing slowly. Managers, on the other hand, are getting to leave all the work to their Certificated Assistant Teachers and reaping the pecuniary benefit. It is a good speculation for managers who want a steady income with very little to do for it. They will dispense with their Certificated Assistant Teachers altogether rather than pay half salary-grants. This is very detrimental to village schools, as it very often happens that the Certificated Assistant Teacher had charge of the higher classes which the Manager could not conduct. The system of half salary-grants will never be popular either with Managers or Assistant Teachers, but may be retained for use in the larger schools of more advanced localities. Certificated Managers on temporary salary and Certificated Assistant Teachers employed as itinerant teachers will, I think, be found to do more for the advancement of Vernacular education. The Municipalities and District Cess Funds find it very expensive to employ Certificated

Assistant Teachers as largely as they should be employed. The employment of Certificated Assistant Teachers helps education in certain few centres: what we want is to have it more evenly spread all over the country.

(*c*) *Teachers' certificate system.*—This has been successfully inaugurated on the new basis and the results for the year have been very encouraging. The teachers in indigenous schools have shown great desire to pass and great numbers appeared for the examination in March.

(*d*) *The Karen teachers' certificate system.*—This remains the same as last year and works well. Village communities avail themselves largely of this system of aid.

(*e*) *The Pupil teachers' system.*—The new system, though now in force, has scarcely had a fair trial. This is the first year pupils have had the opportunity of passing the primary grade test under the new rules. From next year we hope to have pupil-teachers, Vernacular and Anglo-Vernacular, regularly at work under the Rules, Section VIII, paragraph 135 of the Code.

66. General statistics of Burmese Indigenous schools:—

	1892-93	1893-94	Increase.	Decrease.
Schools	4,061	4,172	111	...
Pupils	105,173	109,633	4,460	...
Full passes { I and II	13,909	15,519	1,610	...
Full passes { III and IV...	1,947	2,184	237	...
Grants paid	73,674	77,930	4,256	...
Grants earned	91,035	96,605	5,570	
Certificated Managers	57	75	18	..
Certificated Assistant Teachers	220	173	...	47

67. In the following paragraphs full information is given as to the condition of education, each division being taken separately.

LOWER BURMA.

Arakan Division.

Education is slowly progressing in this division, though the division as a whole is still in a very backward state. The progress has been confined entirely to the Akyab and Sandoway districts. The number of schools, passes, and pupils has increased by 20, 11, and 24 per cent. respectively. Very few pupils get beyond the Upper Primary standards. The average monthly school fee levied is about one-third of that levied in other divisions. In consequence temporary salary-grants have proved a failure.

Itinerant Teachers and Certificated Managers on a small fixed salary would, I feel sure, be a distinct success. Except in the Kyaukpyu district and the Arakan Hill Tracts, the people as a whole seem anxious for education and are willing to pay for it according to their means. Kyaukpyu district itself is improving in this respect, and there are now a few schools which levy fees.

The Township Officers might do more for education in this division. They have with one or two exceptions done very little to assist the Educational Officers.

Female education is also progressing, but it is still almost entirely confined to the Lower Primary standards. Parents hesitate before sending their girls to mixed schools. I hope next year to see some schools for girls only started under Certificated Mistresses; pupils would then remain much longer at school and many would in consequence be able to pass by the higher standards.

AKYAB DISTRICT (BURMESE).

Education is progressing in this district. There has been a marked progress in the Pauktaw and Rathedaung township, but a falling off in Kaladan and Urittaung townships, owing to the withdrawal of Certificated Assistant Teachers from those schools which were unable to muster the required 50 pupils.

The district as a whole, however, is still in a very backward condition. Except in the large towns, Certificated Assistant Teachers have not met with success. Maung La So Pyu's and Maung Tun Aung Pyu's Lay schools have done good work, and are certainly the two best indigenous schools in this district, but I regret to say that U. Sanda's Monastic school, Urittaung, has done almost nothing.

Arakan Hill Tracts.

Since the closing of the Government Primary school at Paletwa, there has been really no instruction given anywhere, except in a monastery at Paletwa containing about 12 boys.

Kyaukpyu District.

This is the most backward district of any in Lower Burma. The people are extremely poor, and till now have been unwilling to pay anything for education. Both the Certificated Assistant Teachers are in Monastic schools, where no fees are levied.

There are, I am glad to say, signs of better times. A good Municipal Vernacular school in which fees are levied has just been started at Ramree town, with a staff of two Certificated Teachers.

The Township Officer has given us great assistance. There are also two other lay schools which now collect fees. It will be noticed that the number of public schools and pupils has decreased. Cheduba township stands first educationally, but the number of schools and pupils even here has decreased.

Anglo-Vernacular education in preference to Vernacular is in demand in certain parts (*e. g.*, in Ramree and Sane); but the people refuse to pay the required minimum fee of Re. 1. Travelling teachers would, I think, be a success in this district.

Subdivisional Officers Maung Tet Kaing and Maung Po Myit have shown interest in the cause of education.

Sandoway District.

Education is progressing in this district. The number of schools and pupils shows a satisfactory increase. The district, however, is still in a very backward condition, and the people, though wishing for education, are much too poor to pay for it.

At the beginning of the year there was one Certificated Manager at Gwachaung and one Certificated Teacher at Sandoway. Now there are three Certificated Managers and no Certificated Assistant Teacher, and this is a satisfactory change. Except at headquarters, Certificated Assistant Teachers do not succeed.

Maung San Do Aung, Township Officer, Gwachaung, has been of great help to the Educational Officers.

The three best indigenous schools are the American Baptist Mission Chin school, Sandoway; Maung Ma Mu's Lay school, Sandoway; and Maung Tha Taw's Lay school, Gwachaung. The number of unrecognised schools remains almost the same as last year.

Pegu Division.

Education has advanced during the year under report. The increase in the number of schools is contributed to by all the districts except Pegu, which has the same number as last year. Tharrawaddy is the only district which returns a decrease in the number of pupils. There is an increase in the number of passes by the Lower Primary, although Rangoon town shows a large falling off. The decrease in the Upper Primary passes took place in the Pegu and Prome districts.

Grants earned have increased in every district. Tharrawaddy district has earned more than the amount assigned. The largest increases are in Rangoon town and Hanthawaddy.

The increase in Certificated Managers and the decrease in the Certificated Assistant Teachers are gratifying, pointing, as they do, to the ultimate independence of lay schools.

RANGOON TOWN DISTRICT.

Vernacular education in Rangoon continues in the hands of lay teachers, and is not making as satisfactory progress as might be expected. The falling off in passes is almost wholly in Standard I.

Monastic schools show no improvement; that of U Thilawuntha at Pazundaung has continued to fall off, and the salary-grant ceased from the end of the year.

The figures for the Kemmendine Girls' school and the Old Convent, both vernacular institutions, are taken into account, though not strictly speaking indigenous, as they were established and are carried on under European agency.

The grants paid to them are for the first time included, hence the large increases shown. Otherwise the earnings for the year under report are Rs. 8,778-2-0 or Rs. 2-2-0 more than in 1892-93.

Tuition fees are being paid with greater readiness, and as a consequence Certificated Managers are steadily making their way.

HANTHAWADDY DISTRICT.

The number of schools and pupils has increased and this is chiefly in the Kungyangôn and Tunte townships. The increased number of passes in all standards, except the third, is satisfactory. The passes in Standard V are all from Tunte township.

There is a large increase in grants earned chiefly in the Hmawbi township. This township has made great improvement. Hlaing township, which is the most backward with fewer pupils, has greatly increased its passes. There is still, however, much to be done.

Maung Yin Maung, Circle Thugyi of Leingôn, has done a great deal for the education of Leingôn. Aung Shwe Zan, merchant of Paukkôn, near Ôkkan, takes a great interest in school work.

The following pôngyis are to be recommended for their zeal in education: U Pandi, U Kwema, U Thagara, and U Thuzata, Theinchaung; U Nyana, Togyaunggale.

The following managers have done good work: Ôn Gaing, Pyawbwè; Maung E, Kanaungto; Ba Chit and Shwe Wa, Tunte; Ôn Gaing, Tamanaing, Maung Hnya, Ôkkan; Tha Dun Aung, Leingôn.

PEGU DISTRICT.

There has been a decrease in the number of schools in Payagale, Kawa, and Pagandaung townships; but this is made up for by the increased number in Kyauktan and Paunglin. Payagale and Kawa are, however, the only townships which show a decrease in the number in attendance.

There is a gratifying increase in the number of passes by the Lower Primary standard, but the Upper Primary passes have decreased, chiefly in Kawa and Pagandaung, and Kawa and Paunglin townships alone show a decrease in results-grants earned.

Kawa and Paunglin are backward townships.

Certificated Managers have been established at Thanatpin, Nangalôn, and Kawa.

The following teachers deserve mention: Maung Shwe U Illègu; Maung Po Han, Kawa; Maung Pyu Win, Kyauktan; Pôngyi U Takaṃda, Tagaw, Maung Ko, Pegu.

Mr. Fraser, the Deputy Commissioner, has given the Educational Officers much help.

THARRAWADDY DISTRICT.

There is a decrease in the number of schools in Gyobingauk town, Gyobingauk township, and Tapun township, the other townships showing an increase. The decrease is due to inefficient schools having been transferred to the "Private School" list. There is a net increase of two schools.

Although there is a net decrease in the number of pupils, due to the fact that the schools struck off the list were in larger towns, *e.g.*, Gyobingauk, whereas the increase in the number of schools took place in jungle villages.

The passes obtained are satisfactory. The decrease in Standard V is chiefly due to fewer pupils having been presented by Maung Sein, Ôkpo.

Certificated Assistant Teachers are with some success being induced to become Certificated Managers and to open their own schools.

Minhla township is the most advanced educationally and Monyo township the least so. In the latter there is a great opposition to the fee system.

The Town Committee of Gyobingauk do little to foster vernacular education, which is not flourishing there.

Maung Po Hla, Myoôk, President of the Town Committee of Letpadan, has shown commendable zeal in encouraging education. By raising subscriptions, he has been able to build a very good school in Letpadan. Maung Pein Tike, Thugyi, Kyelet circle, also deserves mention.

Maung Sein, Lay School, Manager, Ôkpo, does very good work. His school is deservedly popular.

PROME DISTRICT.

There has been an increase in the number of schools and pupils, and it is due to schools having been transferred from the Private to the Public List. There is a decrease in the passes by Standards III and IV, due to the abolition of two lay schools. Higher education shows a slight increase. Certificated Managers have increased by one and Certificated Assistant Teachers have decreased by five; the latter were withdrawn from undeserving schools in five townships.

Mahathaman and Padaung townships are still very backward. Shwele and Shwedaung townships are almost in the same position as last year. Paungdè town has greatly improved. Prome town maintains its high level. Maung Hmat's school is one of the best lay schools in Burma. In addition to this school, the following deserve mention: Maung Ba's school, Prome town; Maung So's school, Shwedaung town; Maung Aung Dôk's school, Padigôn; Maung Tha Cho's school, Paungdè; Maung Hmat's school, Prome town.

Lieutenant-Colonel C. A. Cresswell, Deputy Commissioner, takes a keen interest in the educational work of the district. The relations of the Department with him have been very pleasant.

Irrawaddy Division.

Satisfactory progress has been made during the past year in this division. The number of schools, pupils, and passes has increased by 6, 14, and 24 per cent. respectively.

Most progress has been made in Thôngwa district. Education is still confined to the Upper and Lower Primary standards. The fee levied in most Burmese schools is the normal one, but in some parts Managers find it difficult to collect even this. The pôngyis seem willing for education, and in many places are anxious for Certificated Assistant Teachers.

In the Bassein district, where the monastic schools are very crowded, travelling Certificated Assistant Teachers would be useful.

Township Officers have done very little to advance education in this district.

THÔNGWA DISTRICT.

There has been satisfactory progress. The number of schools, pupils, and passes has increased by 5, 17, and 35 per cent. respectively. The number of Certificated Assistant Teachers has also increased by 57 per cent.

Female education has also progressed. In this, as in most other districts, there is a demand for schools for girls only, with Certificated Mistresses. The fee levied in almost all parts of this district is the normal one.

The Deputy Inspector of Schools should encourage the formation of schools with Certificated Managers. Township Officers have done very little to advance education among the Burmese in this district.

BASSEIN DISTRICT.

Education does not make much advance in this district. We need a more active Deputy Inspector of Schools. His work has been very unsatisfactory. There has been a slight increase in the number of schools, pupils, and passes. Of the passes 82 per cent. are in the Lower Primary standards, 17 per cent. in the Upper Primary, and only 1 per cent. in the higher standards.

Female education is progressing. There has been an increase in the number of pupils and passes in all standards. It has been found difficult to establish good lay schools in the district, owing to the great number of monastic schools, and to the fact that the people are unwilling to pay school fees. The pôngyis, however, are willing to register their schools, but are unable to teach the required subjects.

The Township Officers who have done anything to promote education in this district are Maung Dwe, Myoôk, Kyônpyaw, and Maung Lu, Thugyi, Chaunggôn.

Most of the townships show progress, but Yegyi township is still in a very backward condition.

The following schools have done good work during the past year: U Pandi's Monastic school, Padaukchaung; Maung Hmu's Lay school, Talainggyaung; U Nandiya's Monastic school, Kangyidaung; Maung Pyu's Lay school, Kyônpyaw; and Maung Shwe Hla's Certificated Manager, Wetchaung.

The Deputy Commissioner, Mr. Hartnoll, has helped the Educational Officers considerably.

HENZADA DISTRICT.

There is a satisfactory increase in the number of schools, pupils, and passes in this district. The greatest progress has been made in Henzada township, and satisfactory progress has also been made in Myanaung, Zalun, and Kyangin townships. In Henzada and Kyangin towns, however, there has been a considerable falling off in the number of pupils, schools, &c., owing to the closing of certain schools after the withdrawal of their salary-grants by Government. Though there is an increase in the number of pupils, boys and girls together, there is a considerable decrease in the number of girls attending school.

This is accounted for by the bad paddy season, in consequence of which parents have not been able to send both their sons and daughters to school.

The best schools in this district are Maung Po Kyaw's and Maung Po Ka's, Henzada town; Maung Po Kyaw's, Zalun town; and Maung Myat Tha Zan's, Ôkpo, all being Certificated Managers.

The Certificated Assistant Teachers, Maung An Gyi and Maung Pe, have done genuine work during the past year.

Managers find great difficulty in collecting fees in some parts.

Maung Po Bye, while in charge of Myanaung subdivision, gave us much help.

Maung Ba Tu (2) took some interest in education, as did also Maung Maung (thugyi), Taungbataya circle.

THAYETMYO DISTRICT

This district shows progress. Myede and Sinbaungwè townships have retrograded. Mindôn township, though unhealthy, has on the whole improved; the others show progress. There are a few lay schools in this district and many pôngyis still refuse Government recognition.

U Wilatha, Allanmyo, is a notable exception. His school is a 7th Standard one and is the best school in the district. Maung Po Nè's school Thayetmyo town, also deserves mention.

The difficulty of collecting fees still exists to a large extent in this district.

It is to be regretted that the school fund of Allanmyo Town Fund was not sufficient to pay in full the results-grants earned. It is feared that it will be the same next year.

Tenasserim Division.

There has been progress in the division as a whole.

In the Tavoy and Shwegyin districts there are decreases, which in the latter case will probably disappear next year and it may be hoped that the Tavoy district, and especially Tavoy town, will show improvement.

In Moulmein town and the Toungoo district the progress made is satisfactory.

MOULMEIN TOWN.

Work in Moulmein town has been closely looked after by Deputy Inspector Maung Waik, and in nearly all quarters of the town progress is evident.

The Deputy Inspector reports that many monks show less suspicion of secular education than formerly, and are beginning to allow arithmetic to be taught in their kyaungs.

Among the people the desire for instruction is increasing slowly. Maung So and Maung Po Thein, timber traders of Maung Ngan quarter, have, it is reported, done much to further education.

The best schools are those of Maung Shwe Thaw which could not conform to the grant-in-aid rules, but which again takes its place in the Deputy Inspector's list and those mentioned below.

U Pinya Thiri.	U Nyana Wuntha.
U Pinyadipa.	Maung Po Min.
St. Agnes S. P. G. (Girls).	Maung Aung Hla.

U Paduma.

Certificated Assistant Teachers have been reduced by three; Certificated Managers are four, as before, but two others will shortly establish schools.

AMHERST DISTRICT.

This district has not had justice done to it during the year under report. Maung Paw Din was in charge till 8th April, when his place was taken by Maung Myat Tun, who up to the 27th June visited one township, Zaya, and saw 70 schools. He was then transferred, and until August 21st the Deputy Inspector of Moulmein, Maung Waik, looked after the current work only. From that time the present incumbent, Maung Tun Zan U, has worked the district well, though he was unable to visit more than Bilugyun and Gyaing-Salween townships twice.

There has been improvement, the progress being chiefly in Thatôn town, Bilugyun, and Gyaing-Salween townships.

The most successful schools are those of—

Maung Po Maung, Thatôn.	U Agga, Palat.
Maung Po Maung, Kyaikkaw.	U Adeiksa, Pa-an.
Miss Haswell, Amherst.	U Paduma, Meritgale.

U Asara, Natmaw.

The Deputy Inspector mentions Maung Po Han, Maung Po Yan, and Maung So, the Township Officers of Yelamaing, Gyaing-Salween, and Wagaru townships, with Maung Shwe Hman, the thugyi of Apaung, as having taken great interest in education.

The people generally are reported to be favourably inclined towards education except in the Yelamaing, Haungtharaw, and Gyaing-Attaran townships, where the people are largely Talaing. In the two last named, the Talaing and Shan pôngyis are ignorant and hostile to secular education in general and the establishment of lay schools in particular.

MERGUI DISTRICT.

Under the care of Sub-Deputy Inspector Maung Kyaw Yan, who has shown considerable aptitude for his work, this district shows some progress.

In Mergui town the lay schools are becoming stronger, that of Maung Shwe Yin being the best at present. Maung Po Thein's has suffered from insufficient accommodation; but he has improved his building and it will probably do better next year.

In all the fee system is gradually taking root. That of Maung Shwe Tu, a qualified teacher, has been removed from the inspection list owing to his refusal to manage it properly.

In the Mergui and Palaw townships there are signs of activity among the monasteries, several pôngyis having taken up secular education.

Their supporters, however, appear unwilling to countenance the appointment of Certificated Assistant Teachers to their kyaungs at present.

In Palaw village the lay school of Maung Mè has fallen off, partly owing to the introduction of school fees, partly owing to the competition of a popular monastic school, and the salary-grant has been withdrawn.

The monastery fully meets the needs of the people.

In the Tenasserim township there is no school, but a young teacher (passed 7th Standard) is, with the help of the Township Officer Maung Kyaw, trying to establish himself.

The Myoôk of Palaw, Maung Shwe Gyeik, is also interesting himself in education. Mr. Batten, the Deputy Commissioner, has taken great interest in education and done much to help the Educational Officers.

TAVOY DISTRICT.

The results are disappointing. There are decreases, and they are largely in the town of Tavoy, where the people are still most averse from paying tuition fees and persist in sending their children to incompetent managers, many of whom are said to be making a pretence of teaching merely to claim exemption from taxation. Qualified teachers are unable to compete with them, though several are anxious to open schools. In the district to a certain extent a similar state of things prevails, as regards the schools, which frequently are opposed by the pôngyis. While in some localities, even though the pôngyi is willing that secular instruction should be given in his kyaung, it is found that some of his kyaungtagas object and in consequence nothing can be done.

I think, however, that before long improvement will take place. The Deputy Inspector has been diligent in his work and is doing all in his power to foster education.

The Myoôks Maung Kyin Yôn and Maung Po Yeik in the Western and South-eastern townships, the Thugyi of Yebyu and the Headman of Sitpyè have evinced a lively interest in education.

Captain Cronin, the Deputy Commissioner, takes great interest in education and has given us great help.

TOUNGOO DISTRICT.

From the 16th May 1893 Sub-Deputy Inspector Maung Po Kywè has had charge of the Burmese work in this district.

On the whole progress has been made. The falling off in schools and pupils arises from the removal of some to the private list of schools unable to fulfil the conditions of recognition. They were retained on the list during 1892-93 in the hope that as they had a fair attendance of pupils they would endeavour to work up to the Government standards, but they have proved unable to do so.

In Toungoo town work is being carried on very steadily and the fee system is slowly making way.

The Monastic school of U Kelasaya continues to afford good instruction to children of the poorer classes.

Saya Kywet's lay school has done well in all its departments.

The condition of this district educationally speaking is gradually improving.

SHWEGYIN DISTRICT.

In Shwegyin town the closing of some lay schools under unqualified managers accounts for a falling off of passes; that will, it is expected, prove only temporary, as a new lay school has lately been established by a Certificated Manager with a good prospect of success.

There are now three such schools in the town and the needs of fee-paying pupils are well met. For others there are the monastic schools, which the payment of grants has stimulated to some activity.

The decreases arise also in part from the closing of a good school at Kyeikto owing to the ill-health of Maung Mya. The Certificated Assistant Teacher has now been placed in a lay school of some promise, and it is hoped that the ground lost will soon be recovered.

In the district generally there are some signs of improvement, and a greater disposition to support qualified teachers appears to exist than was formerly the case. At Winpadaw and Sittang there are fairly good schools, two others at Bilin, another new at Pauktaw.

In Pyuntaza township much is being done in the monasteries.

Kyaukkyi township remains in a backward state. In the town Myoôk Maung Mo (2) is doing all that lies in his power to promote a good school.

UPPER BURMA.

Northern Division.

In the Mandalay and Shwebo districts progress has been satisfactory. In Mandalay Town the opposition of the monks to secular education has been very marked, and several of the monks who from the first have identified themselves with the State system have been subjected to serious persecution and in some cases excommunication.

In the Shwebo district several of the obstructive Sadaws have died lately and the opposition is less.

In the northern districts of the division progress has been slow and must remain so till the country is opened out. The inhabitants are of mixed descent, and in many of the wilder parts of Katha and Bhamo the Burmese language is rarely used The pôngyis are grossly ignorant and superstitious, and spend most of the dry season in travelling.

Efforts to establish lay schools in the larger villages under competent managers have up to the present proved futile.

Not only are competent managers difficult to procure locally, but the people care little for education, especially when they are required to pay for it.

MANDALAY TOWN.

The progress shown in vernacular education in Mandalay town is most satisfactory. The number of public schools on the registers has increased by 46 with a corresponding increase of 702 pupils.

In the number and quality of schools and percentage of passes the western portion still takes the lead in education. Not only is this the most densely populated but the inhabitants are mainly of pure Burmese descent, who from the first have supported the State system of education.

In the eastern portion slight improvement is shown both in the number of schools and pupils inattendance, and in the standard of efficiency reached.

Little progress is shown in the cantonment portion. Most of the schools are monastic, the managers of which have not shown much energy throughout the year.

The northern portion comprises the straggling hamlets to the north of Fort Dufferin, inhabited chiefly by the very poorest Burmans and natives of India, chiefly garrison followers.

Schools in this portion have increased by 2, and passes by Standards I and II by 43.

The southern portion showed marked improvement in every way.

Schools have increased by 13, pupils by 428, and passes by the first three standards by 71.

The mere fact that the present lay schools are crowded and popular, and that new ones are frequently springing up and becoming efficient, shows that the people appreciate the efforts of Government and that our system will attract the best of the pupils to the lay schools.

The Burmese officials have taken little or no interest.

The leading schools in Mandalay are those of—

Pôngyi U Nanda.	Maung Aung Gyi.
Pôngyi U Pyinna.	Maung E.
Maung Tôk.	Ma Thein Nu.
Maung Shwe Gôn.	Maung San Hla Baw.

MANDALAY DISTRICT.

The number of public schools has decreased by 4 and the attendance of pupils by 87. This slight decrease is more than counterbalanced by the large increase in the number of passes secured under Standards I to IV.

Improvement is shown in the Amarapura township. Passes by Standards I to II show an increase of 29. The Deputy Inspector reports that the people are taking a more active interest in sending their children to school than has hitherto been shown.

Progress is reported in the Lamaing township, but the people do not take such active interest in supporting schools as they should. One monastic school in Ingyi village known as "Kyaungma" is of some promise.

Madaya township shows a slight improvement in the number of passes by the 2nd and 3rd Standards. The attendance of pupils, however, suffers severely owing to its unhealthiness.

Singu township shows little or no improvement.

Kutywa-Taungbyôn township shows little improvement except in isolated instances. The best school in the township and indeed in the district is that of Maung Pe at Thayetkan. This school gained 6 passes at the recent 4th Standard examination.

For the first time passes by the 1st Standard have been gained in the Pyinulwin township. Situated as this township is on the highlands bordering on the Shan States, the inhabitants are mainly Shan or Danus, who up to the present have shown no interest in education.

The Burmese monks attached to the monasteries are engaged principally in religious teaching and care little for secular learning.

The following School Managers deserve special mention for steady energetic work —

Maung Pan Byu, Amarapura	Maung Hlaing, Thabye ôk.
Maung Po, Amarapura.	Maung Pe, Thayetkan.
U Athawa (Monk) Amarapura	Maung O, Madaya.

U Thekha (Monk), Madaya.

The following officers have given us much help :—

The Myoôks of Kutywa-Taungbyôn and Ôngun townships.

Thugyis Maung Pu of Thayetkan, Maung Tu of Kabaing, and Maung Te Maung of Thayetlebin.

Both in Mandalay town and district the assistance received by the Educational Officers from Mr. Burne, the Deputy Commissioner, has been very great.

BHAMO DISTRICT.

There is a decrease in the number of schools; it is due to the removal from the list of a number of monastic schools, the managers of which have not applied for inspection. Passes in the 1st and 2nd Standards fell off owing to the deaths of Monastic School-managers and the withdrawal of the Certificated Assistant Teachers attached to the school of Maung Pe U of Bhamo.

U Thumana's school, Bhamo, is the only one in the district that has reached the 4th Standard.

The falling off in results-grants earned is due to the smaller grants earned by Maung Pe U's school, Bhamo, owing to the continued ill-health of the manager.

Kaungtôn, Bhamo, Shwegu, and Mogaung townships give better promise than last year. For the first time passes have been secured in Shwegu.

The Lugyis of Sinbo have promised to start and support a schoôl there, and a suitable building has been secured.

Myitkyina and Mogaung townships have been itinerated for the first time by the Deputy Inspector of Schools, and some success may be expected when the Itinerant Teacher's scheme is in full force.

The inhabitants of this district are of such mixed nationality, the climate in many parts is so unhealthy, and the people so ignorant, that educational progress must for the present be very slow.

The leading institutions in the district are—

Gaingdauk U Thumana's school, Bhamo.	U Thuboga's school, Mogaung.
U Theikka's school, Sinkin.	U Nyanneinda's school, Sinkam.

The Township Officers have done very little; but Mr. George, the Deputy Commissioner, though his time has been fully occupied, has done much to further education.

KATHA DISTRICT.

There is a decrease in the number of schools and of pupils attending them, due to the fact that no Monastic School-managers have applied during the past year to have their schools placed under inspection.

The increase of passes under the 1st and 2nd Standards is due to the improvement shown in Maung Thin's school at Tigyaing, where a Certificated Assistant Teacher has been at work throughout the year.

A good lay school has been established in Katha itself under a Certificated Assistant Teacher, who was transferred from Bhamo. The success of this school is in a great measure due to the great interest in its welfare and success shown by Maung Shwe Tha, the Treasury Officer.

The townships of Tigyaing, Mawnaing, Kawlin, and Manlè show some signs of improvement.

The Commissioner, Northern Division, remarks, with reference to education in this district—

"In parts the people are poor as well as ignorant. I think that good schools might be started with a prospect of success at Katha, Tigyaing, Wuntho, Pinlèbu, and Banmauk, which are all flourishing centres. The co-operation of Township Officers is essential."

The inhabitants of Katha district are mainly Kadus or Shan-Kadus, to whom the Burmese language is more or less foreign. The monks are, as a rule, most conservative and ignorant, and as there is at present so little desire for education it is doubtful if lay schools, even when assisted, would for the present be supported by the people.

The most successful schools in the district are those of—

Maung Thin at Tigyaing. | U Thumana at Mawteik.
Maung Kan at Katha.

The Treasury Officer of Katha, Maung Shwe Tha, has taken great interest in education.

RUBY MINES DISTRICT.

Schools and pupils have decreased in this district owing to the reasons already given with reference to Bhamo and Katha.

The decrease in passes is owing to Maung Tun Lin's school at Mogôk securing no passes this year, consequent on the withdrawal of the Certificated Assistant Teacher from his school in August 1893. A new school has been started at Mogôk by a Burman named Maung Thin. He not only teaches the children of the village, but imparts instruction in Sandhi and Abhdhâna (Pali Grammar and Vocabulary) to the elders.

Slight improvement is shown in the Twinngè township, where passes by the 1st Standard have for the first time been gained.

Kyanhnyat township is the most backward in the district. No one could be found by the Deputy Inspector of Schools desirous of taking the slightest interest in education in the township. Twinngè and Mogôk townships are flourishing and show signs of improvement.

The Commissioner, Northern Division, suggests that it would probably be found of advantage to establish a purely Government school at the headquarters of this district, the cost of which would be met from the district fund, which

is stated to be rich. Fees should be levied and would, he thinks, be willingly paid at Mogôk. The school to be exclusively vernacular.

The best schools in the district are those of —

Maung Gaw Leik at Mogôk. | Maung Lôk at Twinngè.
Maung Thin at Mogôk.

SHWEBO DISTRICT.

The opposition shown to the departmental system of education in Shwebo town has decreased very considerably during the past year. One of the most conservative Sadaws died in July last, and since his influence has been withdrawn progress has been more pronounced.

There is an increase of 15 schools with 239 pupils. Passes by Standards I and II have decreased by 31, the falling off being confined almost wholly to the Shwebo township.

A new Roman Catholic Mission Vernacular school has been started and shows some signs of success.

The Monastic school of U Pandi of Kyanthagyi taik is the best managed and most successful monastic school in Shwebo town, while the lay school of Maung Pan is also successful The latter throughout the year has been aided by the services of a Certificated Assistant Teacher.

The Sheinmaga and Hladaw townships have been formed into one township during the year.

This township continues to show improvement.

Education is very backward in the Chaukywa township, and with the exception of U Nayein at Aleshoo, U Mala of Chaungzôn, and U Asseinna at Thayetpinzu, the monks have continued averse to our system

In Myedu township progress is slow, the Monastic Managers oppose our system, not because they fear that by accepting it their religion will be undermined, but simply because the introduction of our system and the periodical inspection which will follow means to them hard work, which they dislike.

In the Malè township no school outside of headquarters is worthy of mention.

The schools worthy of mention in the district are—

Maung Pan's Lay school, Shwebo.	U Lada's, Hladaw.
Pôngyi U Pandi's, Shwebo, Chanthagyi taik.	Maung Sein U's, Chiba village.
U Nadeinga's, Shwegu taik.	Maung Shein's, Seikkun.
	Maung Myo's, Seikkun.

The following officers have given us much help .—

Maung Lu Gale of Chaukywa, Maung Pan Byu of Sheinmaga, Maung Kani, Head Constable of Sheinmaga, and Maung Thaung, Thugyi of Seikkun

Central Division.

The Sagaing and Lower Chindwin districts show continuous improvement, especially in the results obtained in the higher standards.

The loss of 200 schools with an attendance of 4 205 pupils accounts for a decrease in passes by the first four standards.

The Upper Chindwin and Ye-u districts are still backward, but have been carefully explored during the year.

SAGAING DISTRICT.

There is a decrease in the number of schools and in the pupils in attendance due to the transfer of monastic schools from the public to the private list.

The decrease in passes by the first three standards is due to the smaller number of pupils examined.

There has been a marked increase in the number of passes by the 4th Standard.

In Sagaing Municipal town progress was not so marked as in previous years. Several managers died during the year and their schools collapsed, hence the falling off in the number of passes by Standards I to III.

In Sagaing township the number of passes by the 1st Standard has decreased, but a decided advance has been made during the past year.

Sadaung township has retrograded.

In the Ava township 76 monastic schools passed from the public to the private list. Myoôk Maung Lu Gale and his thugyis have decided to bear half the cost of a lay school should one be opened by the department at Tada-u.

In Myotha township passes by Standards I and II have decreased by 58, owing to the re-classification of schools. An excellent school-house has been built at Myotha owing to the interest taken in education by Maung Aung Min, T.D.M., for some time the Subdivisional Officer.

Myinmu township shows decided progress during the year.

The opposition to the State system is gradually dying out. U Adeiksa, the learned Rahan of Alakappa, has done much to remove obstacles and to induce other pôngyis to apply for registration and to adopt our system.

The Chaungu township is the most backward in the whole district, the 1st Standard only has been reached, and that in only one or two schools. The monks of this township are particularly opposed to our system.

Kyaukyit township is also very backward. Regular work is difficult in villages which for half the year are under water.

The principal schools in the district are —

U Thila's Monastery, Sagaing.	U Einda's Monastery, Kyauktalôn.
U Ayeindama's Monastery, Sagaing.	Ma Mein's School, Yedwingaung.
U Adeiksa's Monastery, Alakappa.	Maung Po Gaung's Monastery, Myotha.

Maung Su, Maung Lu Maung, and Maung Po have given us much help

Maung Aung Min, T.D.M., formerly Subdivisional Officer of Myotha, takes much interest in education.

YE-U DISTRICT.

There is a decrease in the number of schools and pupils in attendance due to the re-classification consequent on the carrying out of orders received from the Chief Commissioner with reference to the inspection and registration of monastic schools.

In Ye-u town progress is fairly satisfactory. In U Thumana's Monastic school the 6th Standard has been reached.

Myogôn township shows improvement.

The most promising township in the district is Tabayin. Passes have risen by 4 and the results-grants earned amounted to Rs. 108-8-0.

Shwegyin township is very backward, no lay schools exist, and the pôngyis are exceptionally ignorant.

In Tazè township no examination was held, no manager having applied for registration.

Owing to lack of time the Indaing township was not visited by the Deputy Inspector of Schools during the year.

The inhabitants of this township are chiefly Kadu-Shans.

The principal schools are those of —

U Thumana at Ye-u	U Kalayana at Kyi.
U Nayeinda at Tabayin.	U Thôndaya at Kadumo.

U Pyinnyathaya at Kanbauk.

The Township Officers have done little; but I have to acknowledge the assistance we have always received from the Deputy Commissioner Mr. Stevenson.

LOWER CHINDWIN DISTRICT.

Schools have increased by 13 and pupils by 283.

Passes in Standard I have decreased by 27 and in the 3rd and 4th Standards by 10 and 13 respectively.

In Mônywa town satisfactory progress is reported. U Thuzata's Monastic school has been raised to the 7th Standard, and Maung Po Su, the Manager of a popular lay school, has passed the Teachers' Certificate examination and intends building a new school-house during the year.

In the Ayadaw township the 2nd Standard has been reached. It contains few really good schools and is very backward.

In the Kani township the 1st Standard only has been reached, and there are only seven schools in the list at present.

In the Mônywa township good progress is shown. Schools have increased by 5, pupils by 78, and passes in Standards I to III by 73.

Maung Chit Su's lay school at Alôn has retrograded since the withdrawal of the Certificated Assistant Teacher.

In the Western Pagyi township progress has been slow.

Maung To's school at Nyaunggôn is the best, having risen to the 3rd Standard.

The most important schools are —

U Thuzata's Monastery, Mônywa.	Maung Chit Su's Lay school, Alôn.
Maung Po Tu's Lay school, Mônywa.	Maung To's Lay school, Nyaunggôn.
Maung Pyo's Lay school, Mônywa	U Kanda's Monastery, Thazi.

Maung Hlaing's Lay school, Thazi.

Captain Perkins, the Deputy Commissioner, has always helped the Educational Officers in furthering education in this district.

UPPER CHINDWIN DISTRICT.

There has been a slight increase in the number of schools and in the pupils attending.

The number of 3rd and 4th Standard passes and amount of results-grants earned are less than last year. This is due entirely to the destruction by fire of U Nyanawuntha's kyaung at Kyundaw village, Mingin township. A new kyaung has now been built and good results may be expected next year.

The Mingin township is the most advanced. The town of Mingin contains two good lay schools.

The best schools of the district are Maung Kan Thu's school, Kindat, and Maung Shwe Pan's school, Mingin.

The Deputy Commissioner, Mr. Porter, who, when at Pyinmana, did all he could to further education, has in this district been fully occupied otherwise.

Southern Division.

Pakôkku shows a better record than last year.

The Myingyan district has been transferred to the Eastern Division.

Magwe shows a satisfactory increase all round. Some progress is also shown in female education.

Minbu shows a large increase both in the number of schools and pupils, and also in the passes gained.

PAKÔKKU DISTRICT.

Schools increased by 19 and pupils by 111.

Passes by the 1st Standard have increased by 34, due chiefly to better inspection during the year.

Passes by Standard II decreased by 19. This is owing to the withdrawal of a Certificated Assistant Teacher from one school and to the fact that it was found necessary to strike off one school, the manager of which had leprosy

The principal schools in the district are —

U Meda's Monastic school, Pakôkku.	U Kalayana's Monastic school, Pyinchaung.
Maung Kyin's Lay school, Pakôkku.	Maung Paw's Lay school, Myaing.

Maung Po Hnit, Myoôk of Myaing, is the only Subdivisional Officer that has helped us.

MINBU DISTRICT.

There is a considerable decrease in the number of public schools in Lègaing township, Salin town, and Ngapè township. This is made up for by increases elsewhere.

There is a satisfactory increase in passes and grants earned. Many of these were earned by schools put on the register for the first time.

U Wiriya, Salin, and U Nageinda, Minbu, have done good work.

Mr. McDermott, the Deputy Commissioner, takes the same interest in education in this district as he did in Sagaing.

MAGWE DISTRICT.

This district shows a satisfactory increase all round. Magwe township is the only one which shows a considerable falling off in the number of schools, but this

is atoned for by a large increase in the number of passes. This accounts for more than half the excess increase in the grants earned. Taungdwingyi township continues to improve. Natmauk and Thazi managed to pass pupils for the first time. Many schools brought on the list this year still fall considerably short of good results, as an increase of 168 pupils in Myothit township only gave an increase of 6 passes all in Standard I.

In four townships girls are returned as pupils and in three of these passes have been obtained. The number of unrecognized schools and pupils attending such has greatly increased, showing that there is a demand for education of a kind.

Maung Tun, the Deputy Inspector of Schools, spent too many days at headquarters and he has not worked his district well.

He has been repeatedly warned for neglect.

Eastern Division.

This division shows marked increase under every head. Schools have increased by 116 and pupils by 2,563.

The Yamèthin district shows the greatest progress. The opposition of the monks is gradually giving way.

Myingyan district has made great progress owing in a great measure to the constant and active supervision of the late Deputy Inspector of Schools, Maung Po Win.

Kyauksè District.

Schools have decreased by 1 and pupils by 24 only.

Passes by Standards I to IV have increased by 27, 35, 11, and 6 respectively.

In Kyauksè Municipal town U Pandi's Monastic school is the most successful and best managed institution. Maung Tha Aung's school has improved owing to the work of the Certificated Assistant Teacher Maung Pe.

The school-house was burnt down during the year and the parents of pupils have subscribed Rs. 250 to build a new one.

In Myittha township the 2nd Standard only has been reached. Gaingdauk U Nankaw of Kônywa is an earnest supporter of our system, and by his influence and example all the other pôngyis in this township are favourably disposed.

Minzu township shows improvement. The 3rd Standard has been reached and 12 pupils passed by Standard II.

No opposition has been shown by the monks to our system.

Singaing township is backward. The increase in passes was chiefly in Maung Mya's Lay school, Paleik, where a Certificated Assistant Teacher has worked throughout the year.

Paukmyaing township shows an increase of 27 passes and the 3rd Standard has been reached.

The leading schools in the district are—

U Pandi's Monastic school, Kyauksè.
Maung Tha Aung's Lay school, Kyauksè.
Maung E's Lay school, Kyauksè.
Maung Mya's Lay school, Paleik.
U Zina's Monastic school, Ngalôngôn.
U Kelatha's Monastic school, Dayagaung.
Maung Yo's Lay school, Myittha.

The Subdivisional Officers have given us no help. Captain Strickland, the Deputy Commissioner, has helped the Educational Officers in their work very much.

Meiktila District.

Schools have increased by 5 and pupils by 117.

Except in Standard I, where the passes show a decrease of 58, marked progress is visible.

Standard II shows an increase of 61 passes, Standard III of 29, Standard IV of 12, and for the first time Standard V has been reached.

No opposition has been shown to the State system, and its introduction has been warmly supported by all the leading monks.

In Meiktila town the leading indigenous school is that of Maung Lu Hmaw, which at the close of the year contained 93 pupils.

U Zawana's Monastic school at Gwe-aing contains 80 pupils, and the Manager is active and competent.

Thazi township is the most backward in the district, probably owing in some measure to the extreme poverty of the inhabitants.

Wundwin township is still backward and contains few schools of promise. U Zawta of Thèdaw is the most energetic of the monastic managers.

Improvement is marked in the Mahlaing township. The 5th Standard has been reached, and the passes in Standards II and III increased by 61.

The town of Mahlaing contains several of the best monastic schools in the district. The success is due chiefly to the active interest shown by U Pandi, a painstaking and efficient monk

The best schools are those of—

Maung Lu Hmaw, Meiktila	U Guna, Mahlaing.
U Pandi, Mahlaing.	U Zawta, Thèdaw.

U Nandiya, Palangyin.

Maung Lat of Wundwin, is the only Subdivisional Officer who has helped us.

YAMETHIN DISTRICT.

In the Yamèthin-Pyinmana district there are some evidences of progress. The number of schools on the list continues to increase, partly owing to more extended inspections, partly to secular instruction being more readily given in the monasteries. Full passes show a satisfactory increase as a rule, and the total earnings of the schools are larger than before.

The Deputy Inspector is, I believe, doing very useful work among the pôngyis, gradually overcoming their prejudices and enlisting their interest in secular education.

MYINGYAN DISTRICT.

There is an increase in full passes and in the amount of results-grants earned. This shows that steady progress has been made during the year.

The falling off in the number of schools and the decrease in attendance is due to the striking off of a number of inefficient schools and the transfer of others to the private school list.

Kyaukpadaung and Natogyi townships still remain in a backward state. The townships of Tanaungdaing and Sattein have been amalgamated with Taungtha and Kyaukpadaung respectively.

In Pagan Monastic schools show steady progress. The Lay schools in Myingyan town are well conducted and did well in examinations.

The following schools are specially commended —

Maung Tha Yan's Lay school, Thamôngaing.	U Nyana's Monastic school, Singu.
Maung E's Lay school, Myingyan.	U Zagaya's Monastic school, Old Pagan.
Maung Ta's Lay school, Myingyan.	U Thuyiya's Monastic school, Nyaungu.

Maung Ba O, Township Officer of Natogyi, has been of great assistance; so have Maung Kyaw Zaw, T.D.M. of Salè, and Maung Ba Kaw of Myingyan.

68. SPECIAL CLASSES.

General Statistics of Mahomedan, Karen, Chin, Kachin, and Tamil Schools for Lower and Upper Burma.

Description	1892-93	1893-94.	Increase	Decrease.
Schools	484	534	50	...
Pupils	15,328	17,711	2,383	...
Full passes { I and II	3,190	3,820	630	...
Full passes { III and IV...	773	964	191	...
Grants paid	20,205	25,644	5,439	.
Grants earned	27,081	35,045	7,964	..
Certificated Managers	1	1	.	...
Certificated Assistant Teachers .. .	18	12	..	6
Karen Certificated Teachers	216	247	31	

69. *General Statistics of Mahomedan Schools.*

Description	1892-93	1893-94.	Increase.	Decrease
Schools	10	27	17	...
Pupils	606	1,137	531	...
Full passes { I and II	128	158	30	..
Full passes { III and IV	22	15	..	7
Grants paid	678	414	...	264
Grants earned	835	928	93	...
Certificated Managers	.	..		...
Certificated Assistant Teachers	3	3	...	...

Arakan Division.

AKYAB DISTRICT.

There has been a large increase in the number of Mahomedan pupils during the past year. The number of schools has also increased, while the number of passes in Standards I and II has trebled itself. But education among the Mahomedan is still confined to the Lower Primary standards owing entirely to arithmetic being a compulsory subject in every standard.

One often finds pupils who could easily pass Standard VI in Urdu or Persian in Standards I or II simply because of their arithmetic.

There is still a great demand for Mahomedan Certificated Teachers. The leading Mahomedans take a keen interest in education and often give liberal support to schools in poorer neighbourhoods.

Munshi Abdul Jubbar, Public Works Department, has worked energetically to encourage education among the Mahomedans.

RANGOON TOWN.

The one school remaining on the list shows improvement and is doing useful work.

The other has been removed to the private school list as teaching was not confined to the vernacular.

MOULMEIN TOWN.

These schools with one exception are of the usual kind, in which practically no secular instruction is given.

One school only is of a better class and is backed by educated Mahomedans, and was said to be prepared to follow the regular curriculum. It was placed on the list for inspection, but has, however, failed to present any candidates.

70. *General Statistics of Karen Schools.*

Description.	1892-93.	1893-94.	Increase	Decrease.
Schools	474	502	28	..
Pupils	14,722	16,391	1,669	...
Full passes { I and II	3,062	3,608	546	.
Full passes { III and IV	751	925	174	.
Grants paid	19,527	24,599	5,037	.
Grants earned	26,246	33,035	6,789	...
Certificated Managers	1	1	...	...
Certificated Assistant Teachers	15	9	..	6
Karen Certificated Teachers	216	247	31	...

Education is still progressing among the Karens, and it is satisfactory to note that the Buddhist Karens are taking more interest in schools. The people

show considerable ability in organizing schools and contribute liberally towards their support.

Pegu Division.

Here there has been progress. Schools are more stable and, as a result, the amount of grants paid has increased. Grants earned show a substantial increase.

The number of Karen Certificated Teachers has increased. It will probably continue to do.

PEGU DISTRICT.

Payagale township, which last year showed no results, this year shows some progress. Kawa township suffered from the closing of its best school. The passes by the 3rd Standard have increased in every township; whereas those in the 4th Standard have fallen in all except Payagale.

THARRAWADDY DISTRICT.

Minhla and Sanywe townships are the only two which do good work. In Tapun there were no passes and in Gyobingauk very few.

In Sanywe township there is a large increase in passes by the 4th Standard.

HANTHAWADDY DISTRICT.

The number of pupils has increased generally throughout all the townships.

There has been a small number of passes in Standard I; this is due to few pupils being presented chiefly in Tuntè township. In Standard III the falling off is mainly in Hmawbi. There is a gratifying increase in the passes in Standard IV in Hlaing township, although this is counterbalanced by failures in other townships.

Irrawaddy Division.

Satisfactory progress has been made in this division. The number of schools, pupils, and passes have increased 10, 17, and 28 per cent. respectively.

Most progress has been made in the Thôngwa district. The number of Karen Certificated Teachers has increased 8 per cent.

Female education has also progressed in every district, though there are at present no schools purely for girls.

THÔNGWA DISTRICT.

Education has progressed rapidly in this district. The number of schools, pupils, and passes has increased by 14, 30, and 33 per cent. respectively. The passes, however, are still limited to the Upper and Lower Primary Standards. The number of Certificated Teachers is the same as last year, and there are only two schools with Certificated Managers.

Most progress has been made in Darubyu, Thôngwa, and Kyaiklat townships. Pyapôn and Dèdayè townships are still in a very backward condition.

Among the best schools may be included Maung Shwe Lôn's, Thabawthabyu; Maung Tha Lu's, Sitchaung; Maung San U's, Sayakôn.

Female education has also advanced rapidly. The number of pupils and passes have increased 63 and 61 per cent. respectively. There are at present five Karen girls employed as school mistresses in their own villages and there is a great demand for more.

BASSEIN DISTRICT.

There has been a satisfactory increase in the number of schools and pupils in all the townships except Ngaputaw. Education is, however, still confined to the Upper and Lower Primary Standards. The number of passes in the former has increased by 59 per cent. and in the latter by 18 per cent. There has also been an increase of 18 per cent. in the number of Certificated Teachers.

The greatest progress has been made in Thigwin, Thabaung, and Myaungmya townships.

The Karens are anxious for education and give liberally in support of their village schools.

The managers of schools also seem anxious to secure Certificated Teachers.

With regard to female education there has been a satisfactory increase in the number of schools, pupils, and passes, though I regret to say that there are no Karen schools for females only. At present there are very few schools with Certificated Managers.

HENZADA DISTRICT.

There has been a satisfactory increase in the number of pupils and passes. The number of schools remains stationary, and this is only to be expected, seeing that every village has now its own school. The number of Karen Certificated Teachers has, however, diminished by two. Education is confined entirely to the Upper and Lower Primary Standards, 81 per cent. of the passes being in the Lower Primary Standards. There are no schools with Certificated Managers.

Satisfactory progress has been made in Henzada, Zalun, Kanaung, Lemyethna and Ôkpo townships.

In Kyangin and Myanaung townships there are no Karens. The following schools are perhaps the best in the district:—

Maung Yaw Ba's Lay school, Kangugwin, and Maung Shwe No's Lay school, Stôkma.

The fee system has been introduced in some villages.

Female education has made progress. There has been a satisfactory increase in the number of pupils and passes.

There are no schools purely for girls. Female Certificated Teaches are in great demand

Tenasserim Division.

Amherst, Tavoy, and Mergui districts, with the Salween Hill Tracts, have continued under the charge of Maung Nyan Kyè, assisted in Tavoy and Mergui by Maung Po Ni, the new Karen Sub-Deputy Inspector, who has begun his work well. The full effect of this strengthening of the staff has not, however, been secured as Maung Nyan Kyè, owing to a severe accident, was incapacitated for duty for three months, and Maung Po Ni had to be deputed to take up his work.

In Toungoo and Shwegyin Maung Pa Ha has been able to give greater attention to the Karen schools and improvement is being made.

The figures for the division are satisfactory, the increases arising largely in Toungoo and Shwegyin districts.

In Tavoy, however, there is still no progress to be reported.

AMHERST DISTRICT.

Work is steadily carried on in this district, the Thatôn, Gyaing-Attaran, and Hlaingbwè-Salween townships having proved the most successful.

Pagat, Martaban, and Bilugyun townships with the towns of Thatôn and Kawkareik continue to be backward localities.

Qualified teachers are still scarce and the establishment of new schools is therefore a matter of difficulty, the more so that in many places the people live by taungya cultivation and move yearly from place to place.

Still there are some good schools, the best being those of Maung Tulapan, Inwaing; Maung San Mya Paw, Kyundo; and Maung Shwe Taw, Paingkyôn.

The Deputy Inspector mentions the Myoôks of Haungthèraw and Hlaingbwe (Maung Ta and Maung Tha Zan) as having taken interest in educational work.

SALWEEN HILL TRACTS.

The unhealthy climate and the poverty of the people combine to make teachers reluctant to attempt to carry on schools in this district. Of the two existing in 1892-93 that of Maung Gyi at Papun has been closed owing to his illness. Maung Blai Paw still maintains his, the only one remaining, and is liberally aided by Forest-ranger Maung San E (who gives Rs. 100 a year) and by the elders of the place The Deputy Inspector speaks well of Maung Blai

Paw, but the District Officer is of opinion that he takes little real interest in his work and is wanting in industry.

Outside Papun but little is being done, though in three places attempts are being made to establish schools

TOUNGOO DISTRICT.

The American Baptist and Roman Catholic Vernacular Mission schools for the Karens carried on in the town of Toungoo contribute largely to the satisfactory increases above shown. The S. P. G. school, though smaller, is doing useful work.

The American Baptist Mission school gains strength yearly, and now receives only pupils who have passed the 2nd Standard in the village school, a system which not only tends to strengthen those now existing, but promotes the opening of new ones.

In the district itself progress is visible and will be more rapid now that the Deputy Inspector is able to give more time to the Karen portion of his work.

Kyathaungdaung and Kanni townships show satisfactory increases in various directions. Zeyawadi, the western and most backward township, has also somewhat improved.

SHWEGYIN DISTRICT.

Schools in this district have been twice visited by the Deputy Inspector of Schools and some progress is shown. Six small schools unable to conform to the conditions of aid have been transferred to the private list. The seven remaining have improved, both Kyaukkyi and Pyuntaza townships contributing to the increases.

The school in Shwegyin town is well kept up and deserves the aid it receives.

MERGUI DISTRICT.

Progress is again shown in this backward district, which has been thoroughly inspected by Sub-Deputy Inspector Maung Po Ni. The people seem desirous of obtaining instruction for their children, but are so very scattered that the establishment of schools is a matter of much difficulty.

TAVOY DISTRICT.

The condition of education among the Karens of this district is still very discouraging. Scarcity of food and the consequent dispersion of the people have practically had the effect of bringing the school work to a standstill. In the northern township alone has anything been done, and even there the attendance at the best school so fell off that the Certificated Assistant Teacher had to be withdrawn, and two Karen Certificated Teachers resigned their posts. I concur with the Deputy Commissioner in thinking that though the condition of the Karens in Tavoy district is deplorable from the educational point of view, little, if anything, can be hoped for until their general circumstances improve.

For Upper Burma the statistics are not given division by division. The special classes are confined at present to Mahomedans and Kachins.

The schools for the former are few in number; those that follow the prescribed standards have increased by one and the number of pupils by one. The passes by Standards I and II have decreased by nine, and those in Standards III and IV by one. There is a great decrease also in the amount of grants earned.

There are many schools on the unregistered list. No attention is paid to general instruction.

71. Information regarding Kachins, Chins, Tamils, Telugus, Chinese, Talaings, Manipurians, and Shans will be found in Section VIII.

SECTION VI.

SPECIAL INSTRUCTION.

72. This section deals with—

(1) Training schools for teachers. | (2) Technical schools.
(3) Professional schools.

73. The following are the leading figures for the past two years :—

Class of institution.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for Masters	2	59	2	98
Training schools for Mistresses	3	105	3	92
Schools for Art, ...	...	...	...	...
Engineering and Survey schools	18	438	18	340
Industrial schools	2	50	2	79
Other schools	5	165	6	186
Law schools	1	21	1	17
Total ...	31	838	32	812

(A) Training School for Teachers.

74. These institutions show no change as to number. The Akyab Normal school was amalgamated with the Moulmein one, and its place taken by the Normal school, in connection with the Baptist College, which was opened during the year.

The following are the figures for the past two years :—

Name of school.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Normal school, Akyab	1	25	Amalgamated with the Moulmein Normal school.	
Normal school, Moulmein	1	34	1	73
Normal school, Baptist College ... ... } Rangoon (1st year class only during 1893-94) ...	...	...	1	25
American Baptist Mission Female Normal class, Kemmendine.	1	44	1	36
Female Normal class, St. John's Convent, Rangoon ...	1	16	1	16
American Baptist Mission Female Normal class, Moulmein	1	45	1	40
Total ...	5	164	5	190

There are no Normal schools in Upper Burma.

75. The want of text-books in Burmese, referred to in paragraph 66 of last year's Report, has been met. All the books, with the exception of the one on Kindergarten, have been translated and published. Kindergarten will not form part of the vernacular course till April 1896.

76. There has been a very thorough examination of the Normal schools this year, and a system of examination has been laid down for the future.

All the schools are examined in March by papers for promotion from one year to another, according to the syllabus on pages 128—130 of the Code, and the results published in the Gazette.

At the same time any outsiders who wish to qualify as Pupil-teachers under Section VIII, paragraph 135 of the Code, are allowed to enter, the papers being sent to the headquarters of each district.

The results for this year were very creditable to all the schools. The examiners reported highly of the thoroughness of the training. They are given in the following tables :—

VERNACULAR AND ANGLO-VERNACULAR.

(a) *Anglo-Vernacular.*

Number.	Name of school.	Secondary Grade.								Primary Grade.							
		First year.				*Second year.*				*First year.*				*Second year.*			
		Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.
1	Government Normal school, Moulmein.	1	3	3	7	...	2	1	3	...	...	...	...	...	...	...	...
2	St. John's Convent Normal school Rangoon.	...	...	2	2	1	..	3	4	...	...	...	...	...	...	1	1
3	Baptist Mission Normal school, Rangoon.	1	4	5	10	...	...	...	..	...	1	7	8	...	...	...	...
	Total ...	2	7	10	19	1	2	4	7	...	1	7	8	...	...	1	1

(b) *Vernacular.*

Number.	Name of school.	Secondary Grade.								Primary Grade.							
		First year.				*Second year.*				*First year.*				*Second year.*			
		Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.	Honours, Class I.	Honours, Class II.	Pass.	Total.
1	Government Normal school, Moulmein.	...	...	2	2	...	..	5	5	...	...	..	...	..	..	...	...
2	Morton Lane Girls' Normal school, Moulmein.	...	...	2	2	...	...	3	3	...		...	...	...	...	...	...
3	Baptist Mission Normal school, Alôn.	...	..	4	4	...	...	...	..	...	...	...	...	...	...	...	...
4	A. B. M. Girls' Normal school, Kemmendine.	..	..	2	2	...	...	12	12	...	...	...	...	...	...	...	..
	Total ...	...	..	10	10	...	...	20	20	...	...	...	...	...	...	...	..

77. The results of the third year examination for the past two years are given below —

Normal Students who have passsd the Teachership Examination.

Name of school	Anglo-Vernacular.				Vernacular			
	Secondary Grade		Primary Grade		Secondary Grade		Primary Grade	
	1892-93	1893-94	1892-93	1893-94	1892-93	1893-94	1892-93	1893-94.
Normal school, Akyab ...	...	..			3	..	...	
Government Normal school, Moulmein	...	1		6	1	17	..	..
St John's Convent Normal school, Rangoon *			1		...	.	..	..
A B M. Girls' school, Kemmendine.		..	...	...		9	..	...
Morton Lane Girls' Normal school, Moulmein	.	.	...	..	...	9	...	..
Baptist Mission Normal school, Rangoon †	..	..					...	.
Total ...	..	1	1	6	4	35	...	

* Sends up candidates from next year, —1895 † Sends up candidates from year after next,—1896.

These results are very satisfactory.

The Government Normal school, Moulmein, did very well. It gained the first place in the Anglo-Vernacular Primary and the Vernacular Secondary tests.

The Normal classes at the Morton Lane and Kemmendine Girls' schools under Miss Sheldon and Miss McAllister respectively have as usual done very good work. The success of the latter in the Vernacular Secondary test is distinctly good. This school retains its high position.

Normal schools in the Baptist College and St. John's Convent have not been in existence long enough to pass candidates by the third year's test.

78 A very large number of Teachers in Government and Municipal schools have again failed to qualify under the orders of the Government, laid down in Section VIII, paragraph 133 (2) of the Code, though they have had a year's extension of time. All annual increments and acting allowances have been stopped in every case till the orders have been obeyed.

From Registered Aided schools there was a fair number of candidates, of whom 25 obtained Anglo-Vernacular and 9 Vernacular certificates. Moulmein has set a very good example.

The Vernacular Indigenous schools have done very well, 51 Vernacular Teachers' Certificates having been obtained by teachers, pupil-teachers, or pupils.

(B) Technical Schools.

(a) *Industrial.*

79. St. Peter's Technical Institute, Bassein, is still the only institution where purely technical work is carried on. The results of the examination this year were satisfactory. This school has in Mr. Lonsdale a very skilled engineer, under whom it will improve each year. It needs better machinery and a larger engine.

80. There are also Technical Departments attached to the following schools for general instruction :—

St. Paul's High School, Rangoon, where the orphans maintained by the institution carry on printing and bookbinding. Useful work is being done. The results are—

Standard IV.	Presented.	Passed.
Printing	12	9
Bookbinding	10	10

St. Luke's S. P. G., Toungoo.—Work here has practically been at a standstill, the general school having required all the attention of the management.

The *A. B. M. Bghai-Karen school, Toungoo.*—Printing and bookbinding have been carried on as usual, the results being—

Standard IV.	Presented	Passed.
Printing	6	6
Bookbinding	5	5

Pending the arrival of the Superintendent of Work from America, the carpentry and blacksmiths work has been left in abeyance. He has now arrived and taken charge of the institution, which will in future be expected to justify the liberal aid it has received.

In Upper Burma the Technical school at Mandalay has been maintained throughout the year.

Mr. K. G. Burne, the Deputy Commissioner, has from the first taken the greatest interest in this institution. Since the close of the official year it is satisfactory to note that there has been a large accession of pupils, the number under instruction now exceeding 30.

The technical branch of the S. P. G. school at Shwebo is progressing satisfactorily. Weaving only is taught and most of the clothing required by the pupils is woven by those under instruction.

(*b*) *Kindergarten and Slöjd.*

81. Good work is being done in the Kindergarten classes attached to the institutions mentioned in the following list—

- Morton Lane Girls' school, Moulmein.
- The Government High school, Moulmein.
- Baptist College, Rangoon.
- St. John's Convent, Rangoon
- Methodist Episcopal Girls' High school, Rangoon.
- A. B. M. Girls' school, Kemmendine.
- A. B. M. Pwo-Karen school, Bassein.

The rules under which this method of instruction is given were changed during the year. The course was made a two instead of a three years' one, the syllabus considerably improved, the grants raised, and the instruction confined to children six years of age and under.

Slöjd has not as yet made any progress. The initial expense and the want of trained teachers have stood in the way. The Moulmein Normal school has not had time to turn out any men trained in it. The instruction in this subject will be considerably improved during 1894-95 in this school. In the Municipal schools, to which drawing masters have been appointed, a beginning has been made. In a year or two I trust this method of instruction will be better understood and appreciated.

(*c*) *Vocal Music.*

82. In Upper Burma St. Joseph's Convent, Mandalay, has been the only school that has sent up pupils for examination. In addition 22 pupils were sent up in the "Theory of Music."

In Lower Burma the Sgau-Karen High school and the Pwo-Karen Middle school at Bassein were examined in vocal music. The pupils of these schools sing well, but they could not stand the individual test under the standards. The results were not as satisfactory as they might be.

I should like to see more schools go in for vocal music. In Rangoon it would be well if there were good singing classes open to Burman pupils. Mr. William Sheriff, who is a trained musician and an expert in the Tonic sol-fa system, is ready to take up this work if he can receive a grant. I am sure the classes would be popular and do much towards improving the tastes of the people.

(*d*) *Schools of Art.*

83. No special school has so far been established in Burma, but teachers of drawing have been attached to certain Municipal schools and a good many schools teach drawing. A fair amount of success has attended their work. The Burmese have a natural aptitude for drawing, but are said to be very reluctant to incur any expenditure in acquiring a knowledge of the art. To meet this difficulty it is necessary that the necessary materials, paper, pencils, &c., be readily procurable at the lowest possible prices.

84. The following are the results attained in the schools where drawing is taught as far as we have been able to ascertain. Several schools have failed to submit returns and others have, as will be seen below, submitted incomplete ones.

Name of school.	Number passed				
	III.	IV.	V.	VI.	VII.
Moulmein High school	13	23	26	24	11
Municipal school, Shwegyin	9	12	14	16	2
Municipal school, Mergui	16	12	8	4	2
Akyab High school	13	13	8	4	1
Municipal school, Kyaukpyu	10	6	4	3	2
Municipal school, Sandoway	8	10	4	5	5
High school, Bassein	4	14	14	13	6
Municipal school, Henzada	...	...	...	...	1
Municipal school, Yandoon	12	13	6	2	6
Rangoon Collegiate school	...	...	...	...	10
Municipal school, Prome	...	...	...	...	3
Municipal school, Pegu	...	...	...	...	2
A. B. M. Burmese school, Henzada	...	...	...	...	1
St. Paul's High school, Rangoon	27	13	20	...	3
Baptist College, Rangoon	...	...	...	...	1
Diocesan Boys' school, Rangoon	...	...	...	...	1
St. John's Convent, Rangoon	...	...	...	...	5
St. John's College, S. P. G., Rangoon	...	...	...	...	5
Total ...	112	116	104	71	67

To facilitate and spread the teaching of drawing in the indigenous schools a translation into Burmese is being made of the text-books used in Anglo-Vernacular schools, namely, "The teaching of drawing" by T. H. Morris (Longmanns).

(C) Professional Schools.

(*a*) *Law.*

85. There is only one Law school. An account of it will be found in Section III. Considerable pains have been taken of late to put the Law examinations in the province on a sound basis.

(*b*) *Engineering.*

86. *Arrangements are being* made for the opening of the Engineering school, sanction having been received to start it.

(c) *Medical.*

87. The Dufferin Maternity Hospital, under Miss Forbes, one of the scholarship-holders from Burma taught in the Calcutta Medical College, and her Assistants Ma Ma and Ma In Ngwe, has done good work. The Burmese outpatients have greatly increased owing to the fact of Miss Forbes knowing Burmese well.

There were 24 pupils under tuition, all drawing scholarships of Rs. 20 a month each, 2 Europeans, 3 Eurasians, 11 Burmese, 7 Karens, and 1 Shan. There are no non-stipendiary pupils.

The annual report states—

"The pupils come from various and other distant parts of the province. The Committee frequently receives most encouraging accounts of the way in which they prove useful in the towns and villages to which they return.

"Many of them have settled in private practice in the larger towns, some of them work in connection with the civil dispensaries, others have gone back to distant villages and follow their calling among their own people."

Many pupils, it may be added, are sent for training by the Missions and return to work for them. In May 1893 5 pupils passed in midwifery and 6 in sick-nursing; in November 1893 7 passed in the former subject and 5 in the latter.

88. Of the Hospital Assitants who joined the Madras school 3 have failed to pass their first-year examination. The Principal of the Medical College reports the Burmese students come very ill-prepared after their year of precollegiate work. Steps have been taken, in consultation with the Inspector-General of Prisons with Civil Medical Administration, to remedy this.

89. The female students in Calcutta have all done well. The course has been increased from three to four years, and the period of scholarship has been extended accordingly.

90. The following table shows the number of medical scholars and the schools they were at:—

	Pupils.
Calcutta Medical College	... 4
Madras Auxiliary Medical school	... 6
Attending hospitals in the province for the precollegiate course	... 4
Total	... 14

(d) *Mechanical Engineering.*

91. Seventy-four lads pursued a course of training as indentured apprentices in the Railway workshops at Insein. Three were Europeans, 38 were Eurasians, 15 Burmans, 14 Karens, two Madrasis, one Bengali, and one was a Mahomedan whose race is not given.

92. There are 26 European apprentices in receipt of stipends from the European Stipend Board.

They are at work in the following places:—

	Pupils.
Dalla Dockyard	... 1
St. Peter's Technical school, Bassein	.. 4
Municipal Workshops, Rangoon	... 2
Railway Workshops, Insein	... 18
Messrs Bulloch Brothers' Foundry, Pazundaung ...	... 1
Total	... 26

(e) *Commercial Instruction.*

93. I regret to say that in no one school in the province is this very useful branch of instruction taken up. There is a large number of pupils in the large schools, especially in Rangoon, who, when they have passed the "7th standard examination," go no further. These, I am sure, would do well to join a commercial class, where they would be taught *handwriting*, *arithmetic*, *commercial correspondence*, *book-keeping*, and perhaps *short-hand*. Such classes would provide a livelihood for many a boy, and would, I am sure, be welcomed by the commercial public, who now find it very hard to get good clerks. It would pay well.

The Education Code provides for such instruction, but no school has taken it up. It certainly cannot be on the ground of cost, for such classes would be inexpensive.

SECTION VII.

FEMALE EDUCATION.

94. The following are the statistics for female education for Upper and Lower Burma:—

Name of school.	1892-93		1893-94.	
	Schools	Pupils.	Schools.	Pupils
Under Public Management—				
Maintained by the Department	3	105	3	92
Maintained by Municipal Boards	1	74	1	73
Under Private Management—				
Anglo-Vernacular schools registered under Grant-in-aid Rules of 1890.	19	1,004	20	1,098
Aided Indigenous Vernacular schools ...	71	1,963	83	2,077
Unaided Indigenous Vernacular schools .	34	440	40	518
Total	128	3,586	147	3,858
Boys' schools to which girls are admitted .	1,263	17,483	1,361	18,670
Private institutions for indigenous instruction ...	478	3,286	673	2,824
GRAND TOTAL	1,869	24,355	2,181	25,352

Few changes have taken place during the year. The increase in schools and pupils is fairly satisfactory—312 and 997 respectively. The increase is due chiefly to Lower Burma. In Upper Burma schools solely for girls have increased by 5, but the pupils have decreased by 27. Mixed schools for boys and girls are more popular.

To the Kindergarten classes referred to last year has been added another at the Baptist Mission College, Alôn.

Indigenous schools for girls, as well as indigenous boys' schools to which girls are admitted, have increased in number; their attendance also shows improvement.

Female education does well among the Karens.

The figures in the first part of the above table show an increase of 19 schools and 272 pupils. Comparing these figures with those given under the head "Female" in General Table I, Section I, there would seem to be a marked difference in the figures indicating the advancement of pupils and also in the number of schools. In that table the particulars are given for all female schools other than special schools, and the attendance of all pupils, boys and girls, is included. In the above table all purely girls' schools, whether for general or special education, are shown, the figures of attendance being only those for girl pupils. This explains the apparent difference in the number of pupils.

The variation in the number of schools is due to the inclusion of seven special schools in the above table.

95. The following statements show the number of girl-pupils who have passed the several standards in the various schools :—

Class of school.	B. A.		F. A.		Entrance. Standards VIII and IX.		Middle stage: Standards V, VI, and VII.		Upper Primary stage: Standards III and IV.		Lower Primary stage: Standards I and II.	
	1892-93.	1893-94.	1892-93	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
Government and Municipal.	...	...	...	...	...	...	..	2	10	13	36	26
Registered under Grant-in-aid Rules of 1890.	...	...	...	1	10	4	154	193	259	293	377	392
Burmese indigenous ...	...	...	...	...	...	...	89	73	222	362	3,346	3,650
Karen indigenous ...	...	...	...	...	...	...	4	15	213	277	886	1,237
Mahomedan indigenous	...	...	...	...	...	...	...	...	...	...	5	34
Total ...	...	...	...	1	10	4	257	283	704	945	4,650	5,339

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(A) Europeans.

96. The following statement shows the number of schools attended by Europeans only and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March					
			1892-93.			1893-94.		
	1892-93.	1893-94.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
Aided for boys. High schools ..	1	1	132	..	132	144	...	144
Aided for boys. Middle schools	3	3	45	54	99	36	59	95
Total ...	4	4	177	54	231	180	59	239
Aided for girls. High schools ..	5	6	107	525	632	158	643	801
Aided for girls. Middle schools	6	4	89	133	222	54	99	153
Total ...	11	10	196	658	854	212	742	954
Total Secondary Schools ...	15	14	373	712	1,085	392	801	1,193
Primary Schools—								
For boys	1	...	10	12	22	...	...	...
For girls	1	3	...	25	25	13	58	71
Total Primary Schools ...	2	3	10	37	47	13	58	71
Special Schools—								
For boys	...	...	...	...	...	...	...	...
For girls	3	3	43	64	107	35	65	100
Total Special Schools ...	3	3	43	64	107	35	65	100
Grand Total ...	20	20	426	813	1,239	440	924	1,364

There is no change in the number of schools, but the number of pupils has increased by 125. There is an increase of one under High schools for girls, caused by the advancement of the European and Eurasian Girls' school, Moulmein, from the Middle grade. The reduction of two Middle schools is also due to the advancement of this school and to the lowering of the grade of St. Matthew's school, Moulmein, from the Middle to the Primary. Similarly, the latter school accounts for the increase under Primary schools for girls; the other school, a new one, which has been brought on the list, being the Church of England school at Mandalay.

97. In the following schools European pupils are specially provided for. The figures shown against each school represent the actual number of pupils of all races, including Europeans, in attendance on the 31st March :—

St. John's Convent, Rangoon	210
Episcopal Methodist School, Rangoon	163
Diocesan Girls' school, Rangoon	138
Old Convent (English) Rangoon	63
Diocesan Boys' school, Rangoon	144
St. Phillip's school, Rangoon	56
Bishop's Home school, Rangoon	33
Methodist Episcopal (Kindergarten), Rangoon	40
St. John's Convent (Kindergarten), Rangoon	44
St. John's Convent Normal School department, Rangoon ...	16
Eurasian Girls' High school, Moulmein	89
Cantonment school, Moulmein	48
St. Joseph's Convent, Moulmein	110
St. Matthew's school, Moulmein	25
St. Anne's Convent, Akyab	55
St. Mark's school, Akyab	22
St. Joseph's Convent, Mandalay	134
A. B. M. European and Eurasian Girls' school, Mandalay ...	21
Church of England school, Mandalay	13
Railway school, Yamèthin	17
Total	1,441

Of the foregoing 1,441 pupils 1,364 are Europeans and Eurasians, the remaining 77 are made up of 29 Native Christians, 8 Mahomedans, 23 Buddhists, the other 17 being made up of Chinese, Jews, and Parsees. Schools which are open to all races, but which are largely attended by Europeans, continue the same as last year, namely, St. John's College, S. P. G., 123 pupils; St. Paul's High school, 266; the American Baptist Mission Union school, 40 pupils, all in Rangoon, and St. Patrick's school, Moulmein, with 86 pupils. These account for the majority of the 805 pupils attending schools open to all races.

98. The following table shows the cost of European education in the 20 schools maintained for European children only :—

Head of expenditure.	1892-93.		1893-94.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	19,195	68,467	18,267	70,299
Primary education	340	4,182	746	4,559
Special education	2,018	2,846	2,232	3,974
Scholarships	...	...	546	546
Buildings	1,000	10,994	10,500	23,256
Superintendence	...	10,351	...	10,683
Furniture and apparatus (special grants only) ...	180	1,139	250	1,744
Miscellaneous	...	3,484	...	1,420
Total ...	22,733	1,01,463	32,541	1,16,481

99. The following table gives the particulars according to the stages of instruction for the 17 Secondary and Primary schools open to Europeans only :—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For Boys. Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	4	239	7	...	7	46	9	55	58	20	78	69	30	99	...	...	...	180	59	239
Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	239	7	...	7	46	9	55	58	20	78	69	30	99	...	...	...	180	59	239
For Girls. Government — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Government — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	10	954	...	28	28	25	198	223	56	227	283	131	289	420	...	...	...	212	742	954
Aided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	10	954	...	28	28	25	198	223	56	227	283	131	289	420	...	...	...	212	742	954
Total Secondary Schools	14	1,193	7	28	35	71	207	278	114	247	361	200	319	519	...	...	...	392	801	1,193
Primary Schools.																				
For Boys. Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	3	71	...	...	...	...	3	3	2	16	18	11	39	50	...	...	...	13	58	71
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	71	...	...	...	...	3	3	2	16	18	11	39	50	...	...	...	13	58	71
Total Primary Schools	3	71	...	...	...	...	3	3	2	16	18	11	39	50	...	...	...	13	58	71
GRAND TOTAL	17	1,264	7	28	35	71	210	281	116	263	379	211	358	569	...	...	...	405	859	1,264

100. The following table shows the number of passes under all standards gained by European pupils during the past two years :—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions of all kinds	
	Europeans only.		All races.			
	1892-93	1893-94	1892-93.	1893 94	1892-93.	1893-94.
B. A.	.	...	2	...	2	...
F. A.	...	...	5	6	5	6
IX, Entrance ...	10	7	14	5	24	12
VIII	16	25	12	20	28	45
VII (Middle)	45	40	40	29	85	69
VI (Middle)	30	79	30	40	60	119
V (Middle)	80	91	39	78	119	169
IV (Upper Primary)	106	118	47	55	153	173
III (Upper Primary)	124	151	89	59	213	210
II (Lower Primary)	135	151	85	57	220	208
I (Lower Primary)	126	139	60	73	186	212
Total ..	672	801	423	422	1,095	1,223

(*b*) *Mahomedans and Karens.*

101. The statistics for these have been already given in Section V. There are no Karen schools in Upper Burma.

(*c*) *Chins.*

102. Education for the children of this race is provided by the American Baptist Mission at Sandoway and at Thayetmyo. This year the latter school has been registered Both schools are doing good work.

(*d*) *Kachins.*

103. The only school for these is that of the American Baptist Mission at Bhamo. This school is steadily progressing and is popular.

(*e*) *Tamils and Telugus.*

104. The statistics under this head will come into next year's report. From April 1894 a Deputy Inspector of Schools has been appointed and work among these people fairly started.

The Anglo-Vernacular schools, specially for Tamils and Telugus, are St. Anthony's Roman Catholic Mission, the Luthern Mission, St. Gabriel's S. P. G., Maduray Pillay's, and the American Baptist Mission, all in Rangoon ; the American Baptist Mission in Moulmein and the Railway school at Insein.

(*f*) *Chinese.*

105. No returns have been submitted this year by any of the Inspectors regarding these. There is a very large number of Chinese and half-Chinese children attending the Anglo-Vernacular and Vernacular schools in both Upper and Lower Burma.

(*g*) *Talaings.*

106. A petition from the Baptist Mission at Moulmein has been submitted asking that special provision may be made for these people, and the matter is under consideration.

(*h*) *Manipurians.*

107. There are none on the register ; those that do exist on the private list teach nothing but fortune-telling and Hindu prayers.

(*k*) *Shans.*

108. No statistics regarding these have been submitted from Upper Burma

SECTION IX.

PRIVATE SCHOOLS.

109. In Lower Burma there is a decrease of 31 schools and 1,031 pupils. Now that a Tamil and Telugu Deputy Inspector has been appointed still further decrease may be expected among this class of schools as many will conform to departmental rules. In Upper Burma there is an increase of 325 schools and 4,036 pupils.

For the whole province we have an increase of 294 schools and 3,005 pupils.

110. The reason for the increase in Upper Burma has been given in Section V. It is chiefly due to the withdrawal of monastic schools. As long as the Educational officers visited the monastic schools and personally in a friendly manner made all the arrangements for the registration at the request of the monks, we had many monastic schools on our lists.

Now Educational officers may not visit these schools till the monks have written to the Deputy Commissioner and asked to have their schools visited. The monks do not care to do this. They will not take the trouble and they do not care for the publicity involved, and they look upon it as too formal.

111. The private schools give in reality very little more teaching than elementary reading and writing. They are quite unable to come up to the very low test required by the Department. This is due in many cases to prejudice and in others to ignorance on the part of the managers.

112. The following statement gives the statistics of the schools for the past two years :—

District.	Total schools, 1892-93.	Schools, 1893-94.							Total schools, 1893-94.	Total pupils, 1892-93.	Pupils, 1893-94.								Total pupils, 1893-94.
		European.	Burmese and Talaing.	Karen.	Mahomedan.	Tamil and Telugu.	Chinese.	Manipurian.			European.	Native Christian.	Burmese and Talaing.	Karen.	Mahomedan.	Shan.	Hindu.	Chinese.	
Akyab	440	...	246	...	197	..	...	...	443	5,529	...	...	3,262	...	2,121	...	...	...	5,383
Kyaukpyu	203	...	184	...	4	...	...	...	188	1,837	...	...	1,849	...	75	...	...	...	1,924
Sandoway	52	...	49	...	...	...	...	...	49	624	...	...	641	...	...	...	...	...	641
Arakan Hill Tracts ...	...	...	1	...	...	...	...	...	1	...	...	...	10	..	...	...	...	...	10
Rangoon	174	...	146	..	5	2	1	...	154	2,099	...	...	1,469	...	301	...	20	...	1,790
Hanthawaddy ...	213	...	169	3	...	...	...	...	172	3,005	...	...	1,362	30	..	...	...	...	1,392
Pegu ...	276	...	277	9	4	...	...	...	290	1,986	...	...	2,731	142	40	...	...	...	2,913
Tharrawaddy ...	108	...	73	7	...	...	...	...	80	1,366	...	...	823	130	...	...	...	...	953
Prome	240	...	222	...	2	...	...	...	224	1,891	...	...	1,660	...	33	...	...	...	1,693
Thôngwa	176	...	176	32	4	...	...	...	212	1,646	...	3	2,023	561	30	...	...	...	2,617
Bassein	231	...	194	32	2	...	...	...	228	2,005	...	...	1,422	536	84	...	1	...	2,043
Henzada	335	...	340	10	...	...	...	...	350	5,807	...	...	5,701	152	...	...	...	...	5,853
Thayetmyo... ...	302	...	287	...	4	...	...	...	291	3,641	...	...	2,819	...	61	...	...	...	2,880
Moulmein Town ...	95	...	48	...	...	...	...	...	48	1,606	...	.	291	...	...	...	...	...	291
Amherst	401	...	302	121	...	..	...	...	423	5,169	...	...	4,001	1,280	...	...	...	...	5,281
Shwegyin	226	...	203	7	5	...	...	...	215	4,364	...	...	3,775	305	31	...	...	...	4,111
Toungoo	193	...	212	50	6	...	...	...	268	2,543	...	...	3,152	795	129	146	...	...	4,132
Tavoy	188	...	180	...	1	...	...	...	181	3,512	...	...	3,111	...	31	...	...	...	3,142
Mergui	83	...	71	3	10	...	...	...	84	1,623	...	17	1,351	21	279	...	...	...	1,468
Salween	10	...	...	10	...	...	...	..	10	418	...	...	..	136	...	...	...	...	136
Total, Lower Burma ...	3,942	...	3,380	284	244	2	1	...	3,911	49,684	...	20	41,353	3,998	3,115	146	21	...	48,653
Mandalay	1,276	...	1,362	...	25	1	...	10	1,398	8,365	...	19	8,712	...	613	...	118	...	9,462
Bhamo	48	...	7	...	...	...	...	...	7	282	...	...	23	...	...	...	...	...	23
Katha	79	...	3	...	...	...	...	...	3	404	...	...	7	...	...	...	...	...	7
Ruby Mines ...	7	...	1	...	...	...	...	...	1	58	...	...	1	...	...	...	...	...	1
Shwebo	277	...	319	...	1	...	...	...	320	1,458	...	...	1,360	...	12	...	...	...	1,372
Ye-u	168	...	220	...	...	...	...	...	220	1,672	...	...	2,362	...	...	...	...	...	2,362
Sagaing	647	...	771	...	...	...	...	...	771	7,560	...	...	5,957	...	...	...	...	...	5,957
Lower Chindwin ...	327	...	478	...	...	...	...	...	478	1,920	...	...	3,692	...	...	...	...	...	3,692
Upper Chindwin ...	158	...	157	...	...	...	...	...	157	1,068	...	...	1,042	..	...	...	...	..	1,042
Pakôkku	269	...	363	...	...	...	...	...	363	1,820	...	...	2,621	...	..	...	...	...	2,621
Minbu	310	...	343	...	...	...	...	...	343	1,970	...	...	3,094	...	...	...	...	...	3,094
Magwe	508	...	515	...	...	...	...	...	515	4,645	...	...	6,130	...	...	...	...	...	6,130
Kyaukse	392	...	360	...	9	...	...	...	369	2,885	...	...	2,382	...	99	...	...	...	2,481
Meiktila	382	...	410	...	1	...	...	...	411	4,794	...	...	4,824	...	15	...	...	...	4,839
Yamèthin	187	...	159	...	...	...	...	...	159	1,329	...	...	1,198	...	...	...	...	...	1,198
Myingyan	722	...	566	...	1	...	...	...	567	5,692	...	...	5,475	...	7	...	...	...	5,482
Total, Upper Burma ...	5,757	...	6,034	...	37	1	...	10	6,082	45,927	...	19	49,080	...	746	...	118	...	49,963
GRAND TOTAL FOR THE PROVINCE.	9,699	...	9,414	284	281	3	1	10	9,993	95,611	...	39	90,433	3,998	3,861	146	139	...	98,616
Increase	...	...	...	...	...	...	...	...	294	...	...	...	...	...	...	...	...	..	3,005
Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

113. The work done during the year by the Text-book Committee has been very satisfactory. In paragraph 94 of last year's report I gave a list showing the work to be finished and the new work to be undertaken during the year. The whole of it has been done, except the translation of the work on Kindergarten This is in hand. The whole edition of 1,000 copies of Gladman's "School Method" and nearly all of Fowler's "Discipline and Instruction" have already been sold. A second edition of the former is being prepared.

This completes the list of books required for the Vernacular Teachers' tests.

114. The Sub-Committee appointed to prepare a Burmese Grammar met regularly during the year and the work has fairly advanced. Mr. Lonsdale, the Editor, is to write the Grammar. Mr. Mack resigned and his place was taken by Mr Sandys.

The preparation of this Grammar, the work on Kindergarten, and the translation of Morris' 'Drawing' will keep the staff fully at work.

115. A really good Geography, after the model of Longman's geographies, is much wanted. One or two men have written geographies, but they are merely compilations of definitions and of names. I hope that next year one will be prepared.

116. Books have been well distributed, both in Upper and Lower Burma. Burmese maps are still sadly wanted. No press seems inclined to come forward and take the matter up. With a limited staff and a pressure of other work the Text-book Committee cannot undertake it, nor do I think it should. It has prepared lists of names with the authorized spelling. These lists are at the disposal of any one who wishes to undertake the preparation of the maps.

117. Mr. Lonsdale commends his staff for the good work it has done and makes special mention of Yeo Wun Sin, the Sub-Editor.

I am glad to be able to endorse it and also to bear testimony to the very good work Mr. Lonsdale himself has done. He never spares himself: the work of the year shows it.

SECTION XI.

RECOMMENDATIONS OF THE EDUCATION COMMISSION.

118. These have been kept steadily in view.

SECTION XII.

CONCLUSION.

119. I cannot conclude this report without a reference to the loss we have sustained in the death of the venerable Bishop Bigandet, associated as he was with us in the Educational Syndicate, in the Text-book Committee, and in the Stipend Board. We miss his familiar figure and his kindly sound advice. He never missed a meeting or was late at one. His deep learning, his thorough knowledge of the manners, customs, and religion of the people of the country, his sound judgment, his kindly sympathy, and his liberal views commanded the respect and attention of all his colleagues.

120. To the list of officers whose services have been elsewhere mentioned I would here add the following:—

Mr. Wilkins and his staff in the Moulmein High and Normal schools deserve special praise for the very good results achieved by them. The schools are in a high state of efficiency, both as to discipline and work.

Mr. Francke of Sandoway and Mr. Reilly Jones of Kyaukpyu have brought their schools to the front Mr. Mackertoom of Pegu has succeeded in restoring that school to the VIIth Standard.

Mergui and Shwegyin have done well under Mr. Cotton and Mr. Phillips respectively.

It is time we had better results in Prome, Bassein, and Akyab. The results are very inadequate for the size of the staff and the annual cost. Mr. Gray of Henzada has done good work. Ill-health, however, obliged him to take leave at the most important part of the year.

Mr. Culloden at Yandoon has worked his school up very well.

121. My office has worked steadily and well as last year. We have no arrears and the bills have been passed punctually.

Mr. Maher, the Superintendent, Mr. Jones, the Accountant, and Maung Po U, who has acted for him, deserve credit.

122. The officers of the department have been in close touch with school-managers and have done all they could to help and advise them. The relations with them have been thoroughly good.

JOHN VANSOMEREN POPE,
Director of Public Instruction.

APPENDICES.

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1893-94.*

(For Details see General Table No. III.)

Area and population.				Public institutions.							Private institutions.				
				University education.		School education, general		School education, special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,71,430	Towns ... 60 Villages ... 28,709 Total .. 28,769	Males ... 3,887,156 Females 3,740,412 Total ... 7,627,568	Institutions ... For males ...	1	..	164	4,493	2	23	4,683	...	9,925	14,609	Institutions to number of towns and villages 51·52	
			Institutions ... For females	...	...	19	121	3	4	147	...	67	214		
			Total ...	1	...	183	4,614	5	27	4,830	..	9,993	14,823	..	
			Scholars ... Males ...	73	...	14,206	1,01,502	98	527	1,16,406	..	95,792	2,12,198	Male scholars to male population of school-going age ... 36·	
			Scholars ... Females ..	3	.	3,156	19,182	92	95	22,528	...	2,824	25,352	Female scholars to female population of school-going age ... 4·52	
			Total ...	76	...	17,362	1,20,684	190	622	1,38,934	...	98,616	2,37,550		...

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1893-94.*

(For details see General Table IV.)

Nature of expenditure.	Total direct expenditure on public instruction.							Total indirect expenditure on public instruction.								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males	47,950	...	4,10,388	1,83,376	25,369	46,939	7,14,022	...	31,268	1,32,381	18,962	99,677	10,236	60,448	3,52,972	11,76,305	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... 36·56
For females	...	...	79,768	19,457	6,013	4,073	1,09,311										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... 12·20
Total ...	47,950	...	4,90,156	2,02,833	31,382	51,012	8,23,333	...	31,268	1,32,381	18,962	99,677	10,236	60,448	3,52,972	11,76,305	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ... 15·24
2. (a)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	10·11	...	17·26	7·76	7·15	7·64	49·92	...	7·27	20·87	4·27	6·80	0·70	10·17	50·08	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... 18·55
(b)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	9·88	69·09	...	...	78·97	...	...	20·74	0·13	0·16	...	...	21·03	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 17·45
(c)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	47·10	24·30	...	0·01	71·41	...	...	7·16	0·23	12·57	0·31	8·32	28·59	100	Total ... 100
(d)—Percentages on total expenditure in columns 2—17 to total expenditure on public instruction	4·07	...	41·67	17·24	2·67	4·34	69·99	...	2·67	11·25	1·61	8·47	0·87	5·14	30·01	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions. Cost to provincial revenues ...	544 14 0	...	18 14 10	...	161 13 1	56 3 1	71 3 3										
Cost to local and municipal funds	...	...	...	...	...	...	0 2 0										
Total cost ...	599 6 0	...	53 4 5	...	165 2 8	72 5 6	98 13 8										
Local fund schools. Cost to provincial revenues ...	...	...	...	...	...	...	...										
Cost to local funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. Cost to provincial revenues ...	...	...	7 13 2	...	...	...	7 2 2										
Cost to municipal funds ...	...	...	20 11 3	36 2 10	...	...	30 15 11										
Total cost ...	...	...	48 0 7	49 11 6	...	...	57 10 2										
Institutions in Native States. Cost to Native States revenues ...	...	...	...	...	...	...	...										
Cost to local and municipal funds	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. Cost to provincial revenues ...	...	...	2 11 7	0 3 4	...	71 15 6	1 6 11										
Cost to local and municipal funds	...	...	4 3 10	2 6 3	...	0 1 6	2 13 3										
Total cost ...	...	...	23 15 3	3 6 5	...	176 12 7	8 14 6										
Unaided institutions Total cost ...	...	...	...	...	...	...	...										
All institutions. Cost to provincial revenues ...	544 14 0	...	4 4 11	0 4 5	161 13 1	59 2 4	3 1 8										
Cost to local and municipal funds	...	...	5 11 8	1 2 11	...	0 0 3	2 5 3										
Total cost ...	599 6 0	...	28 7 8	1 10 11	165 2 8	91 14 7	8 7 9										

GENERAL TABLE No. III.—*Return of Colleges, Schools, and*

PUBLIC INSTI

Class of Institution.	Under Public Management. Managed by Government. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by Local Funds and Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Native States. Number of institutions	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	76	80	68	..	..	...	...	...	...	...	...
Oriental	...	...	...	...	..	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	..	...	...	...	...	...	...	...
Medicine	...	...	...	..	...	..	...	...	..	...	..	...
Engineering	...	...	..	..	...	...	...	...	...	..	...	...
Teaching	..	...	...	...	...	...	...	..	..	..	...	...
Agriculture	..	...	...	...	...	...	...	..	.	...	...	..
Total	1	76	80	68	..	...	...		...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys: High schools	2	1,082	1,109	950	3	756	745	586	...	...	...	...
For boys: Middle do. English	.	...	...	...	11	1,095	1,096	932	...	...	...	...
For boys: Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	..
For girls: High schools	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle do. English	...	...	...	..	...	...	...	...	...	...	...	...
For girls: Middle do. Vernacular	..	.	..	...	...	...	..	...	...	.	...	...
Total	2	1,082	1,109	950	14	1,851	1,841	1,518	...		..	...
Primary Schools.												
For boys	...	..	...	...	3	85	69	59	...	...	...	...
For girls	.	...	...	...	1	119	108	85	...		...	...
Total	...	..	...	..	4	204	177	144	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	98	96	88	.	...	...	...	...	...	...	...
Training schools for mistresses	3	92	94	89	...	...	...	...	...	...	...	...
Schools of art	..	...	...	..	.	...	...	...	...	...	...	...
Law schools	1	17	13	13	..	...	...	.	...	...	...	...
Medical schools	...	...	..	.	...	...	...	...	...	...	...	...
Engineering and Surveying schools	18	340	309	266	...	.	...	...	...	...	...	...
Industrial schools	...	.	.	...	...	...	...	..	...	...	..	...
Other schools	6	146	129	107	...	...	...	...	..	...	..	...
Total	29	693	641	563	.	...	..	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS FOR PUBLIC INSTRUCTION.	32	1,851	1,830	1,581	18	2,055	2,018	1,662	...	...	...	...

PRIVATE INSTITUTIONS ...
1. Advanced teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standards ... ...

Scholars in Burma for the official year 1893-94.

TUTIONS.																				
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED							
Aided by Government, or by Local Funds, or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...		1	76	76	57	...	16	4	3	4	49	8	...	
...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	76	76	57	...	16	4	3	4	49	8	...	
6	2,205	2,160	1,832	...	...	...	...	11	4,043	4,043	100	3,793	686	541	75	377	2,464	71	...	
39	3,656	3,643	2,908	...	...	...	...	50	4,751	3,953	840	3,195	263	1,268	577	329	2,314	427	...	
103	6,805	6,805	6,805	...	...	...	...	103	6,806		2,153	6,805	1	1,279	12	144	5,369	1,371	...	
6	844	779	590	...	...	...	...	6	844	844	...	567	801	26	...	8	9	...	172	
6	370	317	282	...	...	...	...	6	370	370	...	334	153	46	...	...	171	...	132	
7	549	549	549		...		...	7	549	...	110	549	...	286	...	73	190	...	173	
167	14,429	14,262	13,165		...	...	...	183	17,362	9,916	3,203	15,243	1,904	3,446	664	831	10,517	1,869	476	
1,513	54,182	54,167	54,036	2,977	62,654	62,654	52,654	4,493	116,921	786	51,456	118,360	20	8,109	230	1,648	106,906	16,784	..	
80	2,894	2,870	2,856	40	750	750	750	121	3,763	245	982	2,861	105	319	15	44	3,280	...	1,365	
1,593	57,076	57,037	56,892	3,017	63,404	63,404	63,404	4,614	120,684	1,031	52,438	116,221	131	8,428	245	1,692	110,186	16,784	1,365	
...	...	...	...	...	...	...	...	2	98	41	93	67	...	32	...	33	33	...	...	
...	...	...	...	...	...	...	...	3	92	67	...	87	16	70	...	2	4	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	17	17	...	...	7	...	2	2	6	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	18	340	...	...	340	...	2	...	4	334	...	...	
2	79	55	45	...	...	...	...	2	79	46	...	33	7	24	1	3	44	...	...	
1	40	49	35	...	...	...	...	6	186	108	...	103	68	29	1	2	66	14	60	
3	119	104	80	...	...	...	...	32	812	230	93	629	118	157	4	46	487	14	60	
1,763	71,624	71,408	70,077	3,017	63,404	63,404	63,404	4,830	128,934	10,316	55,731	122,093	2,160	12,035	916	2,073	121,241	16,670	1,901	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	For boys	9,632	93,741	12	48,038	93,622	...	89	1	7	93,604	1,615	...	
							„ girls	67	794	..	899	794	...	...	...	.	794	..	187	
...	...	..	...				For boys	281	3,848	...	3,848	27	...	...	...	3,839	9	542	...	
							„ girls	...	..	...	..	...	...	...	..	..	...	...	...	
...	...	...	...				For boys	13	293	80	95	158	...	...	136	15	80	10	..	
							„ girls	...	...	...	...	.	...	.	..	...	..	...	...	
				Total		...		9,993	98,616	122	51,260	94,596	...	89	139	3,861	94,577	2,167	187	
				GRAND TOTAL			...	14,823	237,550	10,438	106,991	226,689	2,160	12,074	1,055	6,434	215,818	20,83	2,038	

GENERAL TABLE IV-B.—*Return of Expenditure on Public*

PUBLIC INSTI

Objects of expenditure.	Under public management. Managed by Government. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Managed by Local Funds and Municipal Boards. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																		
UNIVERSITY EDUCATION. English	43,590	...	...	4,360	...	...	47,950	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	43,590	...	...	4,360	...	...	47,950	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys: High schools	20,990	...	...	38,092	...	...	59,082	7,956	...	10,792	18,721	...	...	37,469	...	...	...	...
Middle schools: English	...	...	...	...	...	...	...	6,448	...	27,323	18,234	...	...	52,005	...	...	...	...
Middle schools: Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle schools: English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle schools: Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	20,990	...	...	38,092	...	...	59,082	14,404	...	38,115	36,955	...	...	89,474	...	...	...	...
Primary Schools.																		
For boys	...	...	...	...	...	...	...	...	...	3,080	914	...	...	3,994	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	3,323	1,483	...	...	4,806	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	6,403	2,397	...	...	8,800	...	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	25,369	...	...	...	...	...	25,369	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	5,376	...	...	482	...	155	6,013	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	3,556	...	...	1,330	...	...	4,886	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	18,677	...	...	4,731	...	...	23,408	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	3,109	...	...	1,129	...	94	4,332	...	...	...	...	...	...	...	...	...	...	...
Total	55,067	...	...	7,072	...	249	64,008	...	...	...	...	...	...	...	...	...	...	...
Buildings	9,635	230	...	...	...	...	9,865	...	...	18,035	...	...	...	18,035	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	9,635	230	...	...	...	...	9,865	...	...	18,035	...	...	...	18,035	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN: Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than training schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,80,302	230	...	50,124	...	249	1,80,905	14,404	...	62,553	39,352	...	...	1,16,309	...	...	...	...

(a) Rs. 904, (b) Rs. 235, and (c) Rs. 1,139 of these items represent the cost of the Kindergarten Departments of the Government Normal School garten Departments attached to female schools.

Instruction in Burma for the official year 1893-94.

TUTIONS.																			
			UNDER PRIVATE MANAGEMENT.										TOTAL EXPENDITURE FROM						
Native States.			*Aided by Government or by Local Funds or Municipal Boards.*							*Unaided.*									
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,590	...	...	4,360	...	47,950
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,590	...	...	4,360	...	47,950
...	...	...	10,187	...	10,848	41,413	7,555	21,218	91,221	...	...	...	...	39,133	...	21,640	98,226	28,773	1,87,772
...	...	...	8,620	757	9,943	43,853	20,362	50,928	1,34,403	...	...	...	...	15,068	757	37,256	62,087	71,230	1,86,408
...	...	...	6,688	13,418	16,102	...	...	...	36,208	...	...	...	...	6,688	13,418	16,102	...	...	36,208
...	...	...	9,398	...	4,088	28,739	1,181	11,219	55,225	...	...	...	...	9,398	...	4,088	28,739	12,400	55,225
...	...	...	2,411	...	574	5,872	...	9,996	18,853	...	...	...	...	2,411	...	574	5,872	9,996	18,853
...	...	...	1,520	...	4,170	...	...	...	5,690	...	...	...	...	1,520	...	4,170	...	...	5,690
...	...	...	38,824	14,175	46,325	1,19,877	29,038	93,361	3,41,600	...	...	...	...	74,218	14,175	84,440	1,94,924	1,22,399	4,90,156
...	...	...	29,322	97,938	33,259	7,269	775	10,819	1,79,382	...	...	...	...	29,322	97,938	36,359	8,183	11,594	1,83,376
...	...	...	4,056	1,215	3,902	835	2,012	2,631	14,651	...	...	...	...	4,056	1,215	7,225	2,318	4,643	19,457
...	...	...	33,378	99,153	37,161	8,104	2,787	13,450	1,94,033	...	...	...	...	33,378	99,153	43,564	10,501	16,237	2,02,833
...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,369	...	...	...	...	25,369
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,376	...	...	482	155	6,013
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,556	...	...	1,330	...	4,886
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,677	...	...	4,731	...	23,408
...	...	...	7,485	...	...	...	...	10,021	17,506	...	...	...	...	7,485	...	...	...	10,021	17,506
...	...	...	...	...	10	666	...	204	880	...	...	...	...	3,109(a)	...	10	1,705(b)	498	5,312(c)
...	...	...	7,485	...	10	666	...	10,225	18,386	...	...	...	...	62,572	...	10	8,338	10,474	82,394
...	...	...	19,600	...	4,500	...	...	47,677	71,777	...	...	...	...	29,235	230	22,535	...	47,677	99,677
...	...	...	2,975	...	554	...	...	6,707	10,236	...	...	...	...	2,975	...	554	...	6,707	10,236
...	...	...	22,575	...	5,054	...	...	54,384	82,013	...	...	...	...	32,210	230	23,089	...	54,384	1,09,913
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	31,268	...	...	...	...	31,268
...	...	...	...	...	...	...	...	...	...	...	...	...	...	89,763	20,774	12,844	...	...	1,32,381
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,904	...	...	...	...	4,904
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,360	...	72	...	...	2,432
...	...	...	...	...	...	...	...	...	...	...	...	...	...	823	186	341	...	...	1,350
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,276	...	...	...	...	10,276
...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,736	...	14,925	...	1,787	60,448
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,83,130	20,960	28,182	...	1,787	2,43,059
...	...	...	1,02,262	1,13,328	88,550	1,28,647	37,825	1,71,420	6,36,032	...	...	...	...	4,30,998	1,43,518	1,79,285	2,18,123	2,05,281	11,76 505

Moulmein, and that attached to the Rangoon Baptist College, these being taken as boys schools. The balance under each head is the cost of the Kinder-

GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1893-94.*

Class of school.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Not reading printed books. 5			Total.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																						
For boys — Government	English	2	1,082	106	...	106	406	..	406	282	...	282	288	...	288	...	...	...	1,082	...	1,082
	Vernacular	..	...	..	...	...	...	..	...	...	...	...	...	...	...	..	...	.	...	...	...
Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	.	...	..	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	..	...
Municipal	English	14	1,351	44	...	44	556	2	558	613	4	617	630	2	632	...	...	...	1,843	8	1,851
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	..	...	...	...	...	...	..	..	..	..	...	...	...	...	..	...	..	...	...	...
Aided	English	45	5,861	79	1	80	1,349	63	1,412	1,750	151	1,901	2,193	275	2,468	...	...	...	5,371	490	5,861
	Vernacular	103	6,805	...	...	...	454	40	494	1,313	223	1,536	3,667	1,108	4,775	...	...	...	5,434	1,371	6,805
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	..	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Total		164	15,599	229	1	230	2,765	105	2,870	3958	378	4,336	6,778	1,385	8,163	..	...	..	13,730	1,869	15,599
For girls — Government	English	...	...	...	...	.	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	..	...	...	...
Local fund	English	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..	..	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...		...	...	...	...	.	...	...	...	..	...	...
	Vernacular	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	..	..	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	..	...	...	..	...	...	...	...	.	...	...	..	...	...
Aided	English	12	1,214	...	28	28	25	211	236	66	273	339	213	398	611	...	...		304	910	1,214
	Vernacular	7	549	...	...	...	8	100	108	20	75	95	144	202	346	...	...	...	172	377	549
Unaided	English	...	...	...	...	...	...	...	...	...	..	...	...	...	...	.	..	...	...	...	...
	Vernacular	...	...	...	..	...	..	...	..	...	..	...	...	...	...	...	..	...	...	...	...
Total		19	1,763	...	28	28	33	311	344	86	348	434	357	600	957	...	...	.	476	1,287	1,763
Total Secondary Schools		183	17,362	229	29	258	2,798	416	3,214	4,044	726	4,770	7,135	1,985	9,120	.	...	...	14,206	3,156	17,362

Primary Schools—																							
For boys	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	3	85	...	...	...	...	...	...	38	...	38	47	...	47	...	...	...	85	...	85
	Native State	...	...	...	...	...	...	...	...		...		...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	1,513	54,182	...	...	..	2	...	2	2,766	593	3,359	38,296	12,525	50,821	...	...	...	41,064	13,118	54,182
	Unaided	...	...	...	2,977	62,654	..	...	.	...	..	...	12	8	20	58,976	3,658	62,634	...	...	..	58,968	3,666	62,654
			Total	...	4,493	116,921	...	...	..	2	.	2	2,816	601	3,417	97,319	16,183	113,502	...	...	...	100,137	16,784	116,921
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	..	...	...
	Local fund	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	..	..	..	...	...
	Municipal	...	...	...	1	119	...	...	...	...	..	...	6	15	21	40	58	98	...	...	...	46	73	119
	Native States	...	..	..	...	..	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	..	...	...
	Aided	...	...	...	80	2,894	...	...	...	...	3	3	104	113	217	963	1,691	2,674	...	...	...	1,087	1,807	2,894
	Unaided	...	...	...	40	750	...	...	...	...	...	...	...	..	...	232	518	750	...	...	...	232	518	750
			Tota	...	121	3,763	...	...	...	...	3	3	110	128	238	1,255	2,267	3,522	...	...	...	1,365	2,398	3,763
	Total Primary Schools			...	4,614	120,684	...	...	...	2	3	5	2,925	729	3,655	98,574	18,450	117,024	...	...	..	101,502	19,182	120,684
	GRAND TOTAL			...	4,797	138,046	22	29	258	2,800	419	3,219	6,970	1,456	8,425	105,709	20,435	126,144	...	...	...	115,708	22,338	138,046

EDUCATION GENERAL TABLE VI.

Return showing the Results of Prescribed Examinations in Burma during the official year 1893-94.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	9	...	...	...	9	...	...	...	...	...	...	...	...	...	...	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First Arts	1	...	...	1	26	...	...	...	26	9	...	...	...	9	6	...	...	...	3	
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3 Bachelor of Law		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																					
1. M. D.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																					
1. M. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																					
1. Licentiate in Teaching		36	61	142	229	69	136	289	125	639	15	50	31	23	119	20	44	...	2	53	
Schools for General Education—																					
Matriculation...	Boys ...	5	5	...	10	81	30	...	2	113	24	15	...	2	41	10	1	2	4	24	
	Girls ...	...	3	...	3	...	12	...	...	12	...	4	...	...	4	4	...	...	...	...	
Middle School examination ...	Boys ...	16	35	34	85	284	379	94	229	986	170	178	19	63	430	35	97	18	18	262	
	Girls ...	2	12	1	15	...	82	2	4	88	12	52	3	...	67	34	15	...	...	18	
Upper Primary examination ...	Boys ...	19	607	...	626	839	5,048	...	...	5,887	674	3,705	...	...	4,379	197	812	94	152	3,124	
	Girls ...	1	50	...	51	17	1,216	...	...	1,233	13	332	...	...	945	186	377	4	9	369	
Lower Primary examination ...	Boys ...	19	1,667	...	1,686	811	23,056	...	...	23,867	656	15,900	...	...	16,666	219	1,904	193	451	13,809	
	Girls ...	1	94	...	95	31	7,827	...	...	7,858	26	5,313	...	...	5,339	201	1,080	27	70	3,961	
Public Service Certificate examination.	English ...	16	17	...	33	131	50	...	424	605	109	37	...	223	363	45	44	5	21	248	
	Vernacular	3	1	...	4	3	1	...	40	44	3	1	...	7	11	...	1	...	...	10	
Schools of General Instruction—																					
1. Training School examination for masters.	Upper ...	1	...	...	1	27	...	...	...	27	18	...	...	...	18	...	...	...	1	17	
	Lower ...	1	...	...	1	8	...	...	...	8	6	...	...	...	6	...	3	...	...	3	
2. Training School examination for mistresses.	Upper ...	2	...	...	2	34	...	...	...	34	18	...	...	...	18	...	18	...	...	...	
	Lower ...	1	...	...	1	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	
3. School of Arts examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. Medical examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Examination in Engineering and Surveying		20	...	6	26	413	...	45	97	555	245	...	16	36	297	...	7	...	5	285	
6. Industrial School examination ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7. Veterinary examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

GENERAL—TABLE VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.															
	In institutions managed by Local Fund Boards.											*In institutions managed by*			Total Local Fund expenditure on public institutions.	Number of institutions.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.																
University Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
University Education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
School Education, General. — For boys — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
School Education, General. — For boys — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	757	757	11
School Education, General. — For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	13,418	13,418	...
School Education, General. — For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	14,175	14,175	14
Primary Schools.																
School Education, General. — For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	97,938	97,938	3
School Education, General. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	1,215	1,215	1
School Education, General. — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	99,153	99,153	4
Schools for Special Instruction.																
School Education, Special. — Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	230	...	...	230	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	230	...	...	230	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,774	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,960	...
GRAND TOTAL	...	...	...	...	...	...	...	...	...	...	...	230	...	1,13,328	1,43,51	18

Municipal Expenditure on Public Instruction in Burma for the official year 1893-94.

Expenditure of Municipal Boards on public instruction.															
In institutions managed by Municipal Boards.										*In institutions managed by*			Total municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
756	745	586	7,956	10,792	...	18,721	...	...	37,469	...	...	10,848	21,640	21,640	
1,005	1,096	932	6,448	27,323	...	18,234	...	...	52,005	...	...	9,943	37,266	38,023	
...	...	...	...	...	...	...	...	...	...	...	...	16,102	16,102	29,520	
...	...	...	...	...	...	...	...	...	...	...	...	4,688	4,688	4,688	
...	...	...	...	...	...	...	...	...	...	...	...	574	574	574	
...	...	...	...	...	...	...	...	...	...	...	...	4,170	4,170	4,170	
1,851	1,841	1,518	14,404	38,115	...	36,955	...	...	89,474	...	...	46,325	84,440	98,615	
85	69	59	...	3,080	...	914	...	...	3,994	...	...	33,259	26,339	1,34,277	
119	108	85	...	3,323	...	1,483	...	...	4,806	...	...	3,902	7,225	8,440	
204	177	144	...	6,403	...	2,397	...	...	8,800	...	...	37,161	43,564	1,42,717	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	10	10	10	
...	...	...	...	...	...	...	...	...	...	...	...	10	10	10	
...	...	...	...	18,035	...	...	...	...	18,035	...	...	4,500	22,535	22,765	
...	...	...	...	...	...	...	...	...	...	...	...	554	554	554	
...	...	...	...	18,035	...	...	...	...	18,035	...	...	5,054	23,089	23,319	
...	...	...	...	...	...	...	...	...	...	...	...	...	12,844	42,618	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	72	72	
...	...	...	...	...	...	...	...	...	...	...	...	...	341	527	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	14,925	14,925	
...	...	...	...	...	...	...	...	...	...	...	...	...	28,182	58,142	
2,055	2,018	1,662	14,404	62,553	...	39,352	...	...	1,16,309	...	...	88,550	1,79,285	3,22,803	

Return showing the Classification of Pupils attending Public Institutions in Burma for the official year 1893-94 according to Religion.

Class of institution.	Total of public institutions.	Number of scholars on 31st March 1894.	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	1	76	20	4	3	47	2	
Oriental	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total ...	1	76	20	4	3	47	2	
Secondary Schools.								
School Education, General. — For boys — English	61	8,794	2,758	606	652	4,701	77	
For boys — Vernacular	103	6,805	1,280	144	12	5,339	30	
For girls — English	12	1,214	1,026	8	...	163	17	
For girls — Vernacular	7	549	286	73	...	190	...	
Total ...	183	17,362	5,350	831	664	10,393	124	
Primary Schools.								
For boys	4,493	116,921	8,135	1,648	230	106,882	26	
For girls	121	3,763	424	44	15	3,279	1	
Total ...	4,614	120,684	8,559	1,692	245	110,161	27	
Schools for Special Instruction.								
School Education, Special. — Training schools for masters ...	2	98	32	33	...	33	...	
Training schools for mistresses ...		92	86	2	...	4	...	
Schools of art	...	...	...	...	...	...	...	
Law schools	1	17	7	2	2	6	...	
Medical schools	...	...	...	...	...	...	...	
Engineering and survey schools ...	18	340	2	4	...	334	...	
Industrial schools	2	79	31	3	1	44	...	
Other schools	6	186	117	2	1	66	...	
Total ...	32	812	275	46	4	487	...	
Total of Colleges and Schools of Public Instruction.	4,830	138,934	14,204	2,573	916	121,088	153	

G. B. C. P. O.—No. 3865, B. S., 26-10-94—600.